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MACMILLAN SPANISH SERIES

EDITED BY FREDERICK B. LUQUIENS
SHEFFIELD SCIENTIFIC SCHOOL
YALE UNIVERSITY

A PRACTICAL SPANISH GRAMMAR

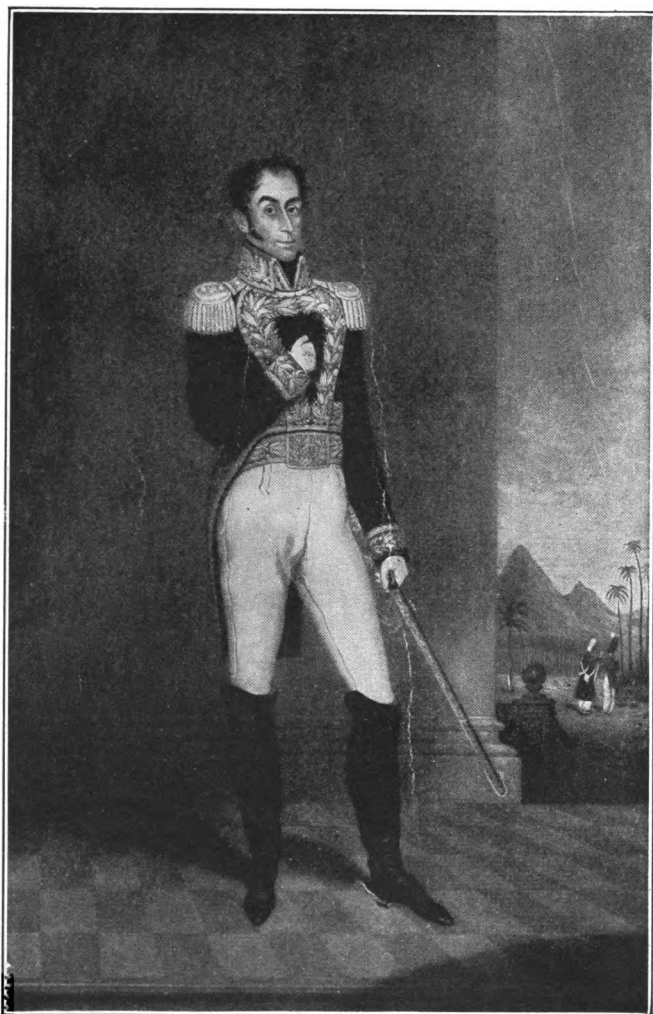


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SIMÓN BOLÍVAR

A PRACTICAL SPANISH GRAMMAR

BY

VENTURA FUENTES AND VICTOR E. FRANÇOIS

DEPARTMENT OF ROMANCE LANGUAGES,
COLLEGE OF THE CITY OF NEW YORK

New York

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Prof. Chas. P. Wagner
et.
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AL ERUDITO, AL AMIGO, AL JEFE
Charles A. Downer, Ph.D.
«CHEVALIER DE LA LÉGION D'HONNEUR»
PROFESOR DE LAS LENGUAS ROMANCES
EN
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PREFACE

A minimum of rules and a maximum of exercises. Such is the motto which has guided us in the preparation of this grammar.

The title which we have selected may seem somewhat ambitious, but it is justified, we think, not only by the systematic method of treatment and the large number of exercises of a practical nature, but also by the simplicity and variety of the reading selections and the use of plain, every-day Spanish, interspersed with numerous commercial expressions. In fact, no attempt has been made at elegance of style, and the constructions are as simple as the grammatical points to be illustrated will permit.

Subject-Matter. This is not presented piecemeal and helter-skelter, but logically and systematically, every grammatical point being treated exhaustively before another is taken up.

Rules. These are stated in plain and simple language. We believe that this grammar contains all the fundamental rules that a student needs in order to be able to understand, write, and speak Spanish correctly. It is suggested that during the first term of the course teachers should insist only on the study of the main rules and the preparation of corresponding exercises, leaving the less important rules (such as augmentatives, diminutives, etc.) and corresponding exercises for the review during the second term. Students should be asked to read these less important rules, however, so that they may not be confused if they meet illustrations of them later in the book.

Vocabularies. The first nine lessons are provided with special vocabularies arranged in a systematic way, but we think that students should be trained from the very start to find words in the

general vocabularies. For this reason, these have been prepared with the greatest care and made as complete as possible. Now and then, however, the teacher may require his pupils to prepare the special vocabulary of a certain lesson, according to directions given after each Spanish text.

Spanish Texts. Each Spanish text forms the basis of the whole lesson of which it is a part. The selections are not composed of detached, meaningless sentences. They are connected in meaning, present great variety in subject-matter, treat of every-day occurrences, with a special tendency towards things or facts connected with commercial life, and contain numerous illustrations of the rules which have just been explained.

Grammar Drill. These exercises constitute one of the features which distinguish this book from all others. For the last few years, the Direct Method has been advocated abroad and in the United States as the method par excellence, the panacea for all modern teaching evils. We believe that any method of teaching a modern language which requires its use in the classroom should be encouraged, on condition, however, that the whole performance should be not parrot-like, but based on a thorough knowledge of the fundamental rules of the language. We have prepared, therefore, a series of exercises to be used as grammar drill and as a basis for free conversation, with the firm hope that it will strengthen the student's grasp of the rules, increase his vocabulary, encourage his thinking in Spanish and bring about facility in expressing himself in that language.

The teacher should require that every question be answered fully. It is an excellent means of testing the daily preparation of the students and of improving their ability to understand and speak Spanish, for the hold on a language is short-lived if it be based on reading only. From the very start, a student may be designated to read the questions, the others answering them in turn. In the last lessons of the book, the students are required to form their own questions on the Spanish texts, a difficult but very profitable

exercise. The questions are by no means exhaustive. Teachers and students may supply others as a further drill.

The other exercises, giving directions for transposing, conjugating certain verbal forms, substituting certain words for others, completing sentences, forming sentences with given words, lead the way to sentence-building and self-expression. It is not expected that all these exercises should be done during the first term. It is left to the teacher's judgment to select those which will best suit the average ability of the class, the remaining ones being reserved for review work in the following term.

Review Exercises. The review exercises will be found grouped together after certain germane grammatical points have been treated exhaustively. They are based on the Spanish texts, are very often given in the form of dialogue, and consist, like the Spanish texts, of sentences closely connected in meaning. Every teacher knows that in the study of a foreign language composition is unpopular with the students. The authors believe that this undeserved unpopularity is due to the fact that composition is forced upon the students too early, before they have had time to assimilate the rules that must be applied. Therefore, the suggestion is made that English exercises should be entirely omitted during the first term.

If such a plan be adopted, it will greatly facilitate the task of both teachers and students. The teacher will have his entire time to devote to pronunciation and the explanation of rules, and to conversation. With the numerous grammar-drill exercises provided, the whole period, except for the short time required to explain the lesson for the next recitation can be spent in using orally the language that is being studied.

A second advantage is that the class can cover more ground in grammar during the first term and be ready sooner to begin reading. The work of the second term would then consist of a general review, the study of rules, and the preparation of exercises omitted in the preceding term, including the English exercises.

Teachers who adopt our suggestion will be surprised to find that

their pupils are able to translate the English exercises with almost the same fluency and ease with which they render Spanish into English, and what was with the old method the bugbear of the classroom becomes an enjoyable and highly profitable drill.

Frequent Reviews. A third advantage lies in the fact that the teacher has plenty of time for frequent reviews, which are the keystone of real teaching. The best kind of general review work with beginners is for the teacher to reread aloud to the pupils, or to have them reread aloud the preceding Spanish texts till they are thoroughly familiar with them, thus training the ear and constantly improving the pronunciation.

Reading Lessons. Besides bringing variety, playing the part of a preparatory reader, and introducing interesting material about Spain and South America, the reading-lessons embody the most important rules which have just been studied.

Commercial Letters. As Spanish is especially studied nowadays for practical purposes, we have added a few letters as a kind of introduction to a commercial course. They may also be used as reading lessons.

Pictures. Maps and pictures have also been added to please the eye in relieving the monotony of page after page of text. Teachers may use them as a basis for object-lessons. They may describe them in simple Spanish and have the students repeat the descriptions. Most of the pictures illustrate South American subjects, because the Latin-American republics are now attracting more attention than Spain.

Appendix. We have devoted a special section of the book to the verbs, which are the most difficult part of the grammar to be mastered. Here a summary of the entire subject is given with full paradigms of the regular and some of the most important irregular verbs.

Index. Finally, an index has been added to enable the student to find quickly any grammatical point on which he may wish to refresh his memory.

Division of Work. Teachers who do not care for the conversational method may omit all grammar-drill exercises, and confine their work to rules and Spanish and English texts. It is very difficult to determine what constitutes a lesson of normal length. This must be left to the individual teacher, for it greatly depends on the length of the period and the average ability of the class. We hope that our grammar will be helpful in teaching effectively the beautiful language of Cervantes and Lope de Vega.

In conclusion, we wish to express our grateful appreciation of the very material aid rendered us by Professor Frederick B. Luquiens, of Yale University, who has read with infinite patience and scrupulous care first the manuscript, and later the proof-sheets of this book, and made many valuable and practical suggestions. Our thanks are also due to our colleague, Mr. Alfredo Elias, for much helpful advice during the preparation of the manuscript.

V. F.

V. E. F.

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EXMO. Señor D.^o Fernando Cortes de Monrroy, Marques del
Re de Oaxaca, Conquistador de esta N. E. y su primer Go-
rnador, y Capitan General. año de 1525.



From an original portrait in the Mexican National Museum.

FERNANDO CORTÉS

A PRACTICAL SPANISH GRAMMAR

PRONUNCIATION

1. **The Alphabet.** — The Spanish alphabet consists of thirty letters, the twenty-six of the English and four compound signs which represent distinct sounds: **ch**, **ll**, **ñ**, and **rr**.

The Spanish names of the letters are: *a*¹, *be*, *ce*, *che* (*ch*), *de*, *e*, *e**fe*, *ge*, *hache*, *i*, *jota* (*j*), *ka*, *ele*, *elle* (*ll*), *eme*, *ene*, *eñe* (*ñ*), *o*, *pe*, *cu* (*q*), *ere*, *erre* (*rr*), *ese*, *te*, *u*, *ve*, *doble u* or *ve doble* (*w*), *equis* (*x*), *ye* or *y griega* (*y*), *zeta* (*z*).

2. **Vowels.** — Spanish being to a great extent phonetic, most words are spelled exactly as they are pronounced. The sounds of the Spanish vowels² never vary. They are simple vocalic sounds unlike the English long vowels which are in reality pronounced as diphthongs.

SPANISH VOWELS	APPROXIMATE CORRESPONDING ENGLISH SOUNDS	EXAMPLES
a nearly like	<i>a</i> in father	<i>ala</i> , <i>plata</i> .
e “ “	<i>ai</i> in fairy	<i>beber</i> , <i>este</i> .
i “ “	<i>i</i> in machine	<i>isla</i> , <i>vida</i> .
o “ “	<i>o</i> in north	<i>norte</i> , <i>libro</i> .
u ³ “ “	<i>u</i> in rule	<i>puro</i> , <i>una</i> .
y “ “	<i>i</i> in machine	<i>y</i> , <i>muy</i> .

¹ The teacher will pronounce these names for the pupils who should always be required to spell in Spanish.

² The letter **y** when alone or final is considered a vowel.

³ **u** is not pronounced when preceded by **g** or **q** and followed by **e** or **i** unless it is marked with a diaeresis ("). Ex.: **guerra**; **que**; **vergüenza**.

3. Spanish Consonants

POSITION	APPROXIMATE CORRESPONDING ENGLISH SOUNDS	EXAMPLES
b ¹	= <i>b</i> in <i>bar</i>	<i>beber, bota.</i>
c before <i>a, o, u</i> or a consonant	= <i>c</i> in <i>car</i>	<i>cama, caro.</i>
c before <i>e</i> or <i>i</i>	= <i>th</i> in <i>thin</i>	<i>cena, cocina.</i>
ch	= <i>ch</i> in <i>church</i>	<i>muchacho.</i>
d ²	= <i>th</i> in <i>then</i>	<i>dar, cada.</i>
f	= <i>f</i> in <i>Frank</i>	<i>fumar.</i>
g before <i>a, o, u,</i> or a consonant	= <i>g</i> in <i>gate</i>	<i>gato, goma.</i>
g before <i>e</i> or <i>i</i>	= <i>h</i> in <i>hate</i> very strongly aspirated	<i>gente, gigante.</i>
h	absolutely silent	<i>hombre, hasta, ahora.</i>
j	= <i>h</i> in <i>hate</i> very strongly aspirated	<i>Juan.</i>
k used only in borrowed foreign words	retains its foreign value	<i>kilo.</i>
l	= <i>l</i> in <i>lamp</i>	<i>lana.</i>
ll	= <i>lli</i> in <i>William</i>	<i>calle, llave.</i>
m	= <i>m</i> in <i>man</i>	<i>malo.</i>
n	= <i>n</i> in <i>no</i>	<i>nombre.</i>
ñ ³	= <i>ni</i> in <i>union</i>	<i>niño, caña.</i>

¹ The correct pronunciation of **b** can be learned only from a teacher. At the beginning of a breath-group (*i.e.*, a group of words spoken in one breath), or when it immediately follows **m** or **n**, it is pronounced like English *b*. Otherwise, Spanish **b** is like a *prolonged* English *b*; *i.e.*, the lips are held in the position of English *b*, but the breath is allowed to pass through them, as for English *v*.

² At the beginning of a breath-group, **d** is like English *d*; otherwise it is like English *th* in *then*.

³ The mark ~ over the **n** is called *tilde*.

p	= <i>p</i> in <i>plum</i>	<i>pluma.</i>
q ¹	= <i>k</i>	<i>que, aquí.</i>
r ²	= <i>r</i> in <i>per</i>	<i>paro, pero.</i>
rr	= <i>r</i> but strongly trilled	<i>perro.</i>
s ³	= <i>ss</i> in <i>possible</i>	<i>posible, suma.</i>
t ⁴	= <i>t</i> in <i>tar</i>	<i>tema.</i>
v ⁵	= Spanish <i>b</i>	<i>verano.</i>
w used only in foreign words	retains its foreign value	<i>Washington.</i>
x ⁶	= <i>x</i> in <i>tax</i>	<i>examen, extremo.</i>
y ⁷	= <i>y</i> in <i>year</i>	<i>yo, yema.</i>
z ⁸	= <i>th</i> in <i>thin</i>	<i>voz, azul.</i>

NOTE. The pronunciation of the letters as given above is that used by educated Spaniards in Madrid and other parts of Spain. It must be stated, however, that certain peculiarities of pronunciation are common in parts of Spain, notably in the South, and throughout Spanish America. The principal differences consist in the pronunciation of *c* (before *e* or *i*) and *z* like English *s*, *ll* like *y* in English, and *g* (before *e* or *i*) and *j* less strongly aspirated.

¹ *q* is found only in the combinations *que* and *qui*; the *u* is not pronounced.

² *r* is pronounced like English *r* carefully enunciated. If it is initial or at the end of a syllable except the last, or after *l*, *n*, or *s*, it is trilled. Ex.: *Roma*, *perdido*, *alrededor*, *Enrique*, *Israel*.

³ *s* has never the soft sound of *s* in *was*.

⁴ *t* has never the sound of *t* in *nation*.

⁵ *v* is pronounced exactly like Spanish *b*; see note 1, p. 2.

⁶ The *x* of the prefix *ex* if followed by a consonant is often pronounced like *s*, although the Spanish Academy condemns this practise. It never has the *gz* sound.

⁷ See note 2, p. 1.

⁸ *z* has the same sound as *c* in *ce* or *ci*; but no confusion need arise in the mind of the beginner, for, according to a rule of the Spanish Academy, *z* may never be followed by *e* or *i*.

4. **Spanish Diphthongs and Triphthongs.** The Spanish vowels *a, e, o* are called strong; *i* (*y* final) and *u*, weak.

A diphthong consists of "a union of two vowels forming a compound sound pronounced in one syllable."

A Spanish diphthong may consist of a strong and a weak vowel or of two different weak vowels.

If the stress (that is, a slight emphasis of the voice) falls on a syllable containing a diphthong, the accent [whether written (´) or not] is given to the strong vowel, or to the second of the two weak ones:

There are fourteen possible combinations:

ai as in <i>aire</i>	oi as in <i>oigo</i> .
au " " <i>causa</i>	ou " " <i>bou</i> .
ei " " <i>aceite</i>	ua " " <i>cuando</i> .
eu " " <i>neutro</i>	ue " " <i>puedo</i> .
ia " " <i>comedia</i>	uo " " <i>individuo</i> .
ie " " <i>mientras</i>	iu " " <i>viuda</i> .
io " " <i>juicio</i>	ui " " <i>cuidar</i> .

NOTES. 1. If a strong and a weak vowel are adjacent, and the stress falls on the weak one, the vowels belong to two distinct syllables and the weak vowel bears the written accent: *ofido*; *baúl*.

2. If two weak vowels are adjacent, and the stress falls on the first, the vowels also belong to two distinct syllables, and the stressed one bears the written accent mark: *fluido*.

3. Two adjacent strong vowels belong to two distinct syllables: *caoba*.

4. When the syllable containing the diphthong is not the stressed one, the two vowels are of nearly equal force: *cuidado*; *autor*.

A triphthong consists of "a combination of three distinct vowel sounds uttered with one effort of articulation or breath-impulse."

A Spanish triphthong consists of a stressed strong vowel between two weak ones.

There are but four possible combinations:

iai as in **estudiáis**;

iei as in **estudiéis**;

uai (**uay**) as in **averiguáis, Paraguay**;

uei (**uey**) as in **perpetuéis, buey**.

NOTE. If a strong vowel is between two weak ones, and the stress falls on the first weak vowel, the three vowels will form two syllables, the stressed weak vowel forming the first and the last two forming a diphthong. In this case the first weak vowel bears the written accent: **estudiaráis**.

5. Accentuation. — All syllables in a Spanish word must be pronounced distinctly and evenly, except for a slight emphasis of the voice (stress or tonic accent) on one of them according to the following rules:

(a) In words ending with a vowel or with the consonants **n** or **s**, the chief stress falls on the penult (the next to the last syllable): **libro, mano, mesa, pluma, Carmen, lunes**.

(b) In words ending with a consonant¹ other than **n** or **s**, the chief stress falls on the last syllable: **papel, comprar, vender, libertad, animal**.

(c) All words which are stressed on any syllable preceding the penult (the last but one) or which violate rules (a) or (b) must bear the accent mark (') over the stressed vowel: **jardín, artículo, árbol, último, fácil, además, café**.

For stress on diphthongs and triphthongs, see § 4.

¹ For purposes of accentuation, **y** is considered a consonant: **ley, Monterey**.

NOTES. 1. Many words bear the written accent mark (´) merely to distinguish them from others of identical spelling but of different meaning. Attention will be called to them as they occur in the text:

el, the; él, he, him.
mi, my; mí, me.
solo (adj.) alone; sólo (adv.) only.

2. By a recent ruling of the Spanish Academy, the preposition **a** and the conjunctions **e, o, u**, formerly written with an accent mark (´), no longer require it. However, when used between figures, **o, or**, still requires the accent mark: **2 ó 3**.

3. The parts of a compound word retain the original stress:

perfectamente (formed from **perfecta** and **mente**);
fácilmente (formed from **fácil** and **mente**);
décimoséptimo (formed from **décimo** and **séptimo**).

6. **Syllabication.** — (a) All Spanish syllables must begin with a consonant wherever possible: **vida** (vi-da), **ala** (a-la), **señor** (se-ñor), **poeta** (po-e-ta).

(b) **Ch, ll** and **rr** are considered as simple consonants and cannot be divided: **noche** (no-che), **calle** (ca-lle), **perro** (pe-rro).

(c) Combinations of a consonant and a following **l** or **r** (except **rl, sl, tl**, and **sr**) are also inseparable: **padre** (pa-dre), **noble** (no-ble), **cuatro** (cua-tro), **sufrir** (su-frir). But **perla** (per-lia), **isla** (is-la), **atleta** (at-le-ta), **Israel** (Is-ra-el).

(d) If there are two or more consonants between vowels, the last one goes with the following vowel, except with the inseparable combinations noted in the preceding paragraphs: **apto** (ap-to), **ventana** (ven-ta-na), **cuando** (cuan-do), **tarjeta** (tar-je-ta), **yerba** (yer-ba), **simpático** (sim-pá-ti-co), **carne** (car-ne), **calentador** (ca-len-ta-dor).

(e) The letter **s** must always be separated from a following consonant: **esclavo** (es-cla-vo), **sastre** (sas-tre).

NOTES. 1. Vowels forming a diphthong or a triphthong should not be separated: *deuda* (deu-da), *ciudad* (ciu-dad), *estudiáis* (es-tu-diáis), *hacia* (ha-cia); but *hacía* (ha-cí-a.)

2. Prefixes are usually preserved intact even though it be in violation of the preceding rules; also the pronouns *nos* and *vos*: *desagradable* (des-a-gra-da-ble), *subalterno* (sub-al-ter-no), *nosotros* (nos-o-tros), *vosotros* (vos-o-tros).

3. According to rule (e), the letter *s*, preceding a consonant and following a prefix, becomes a part of the latter: *conspirador* (cons-pi-rador), *abstención* (abs-ti-nen-cia), *inspiración* (ins-pi-ra-ción).

7. **Punctuation.** — The Spanish punctuation marks are used somewhat as in English, the main difference being that questions and exclamations are preceded by inverted question marks or by inverted exclamation points.

¿Qué quiere usted?

What do you want?

¡Qué hermoso día!

What a fine day!

8. **Capitalization.** — (a) Capitals are not as freely used in Spanish as in English. Except at the beginning of a sentence, proper adjectives and nouns of nationality do not begin with a capital. Even in verse the tendency is to begin each line with a small letter.

El libro francés, the French book.

(b) The same is true of the personal pronoun *yo* (*I*), the names of the months and of the days of the week.

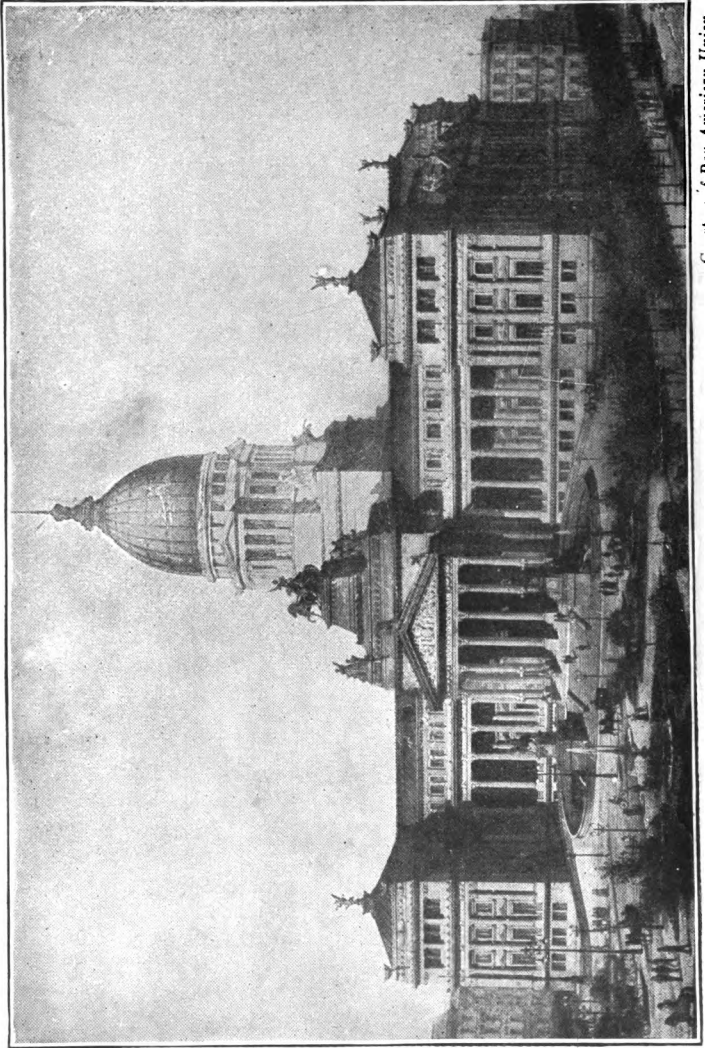
(c) Capital letters in Spanish are often written without the accent mark (´): *Álvarez* or *Alvarez*.

9. Exercises in Pronunciation and Syllabication

Ama; amaba; ala; fama; me; en; efecto; peseta; vale; visita; lista; iris; iglesia; lobo; poco; no; color; corto; uno; pude; su; fumar; agua; boca; donde; árbol.

Cama; caso; centro; cita; cuna; como; chocolate; muchacho; chico; gato; gente; goma; gusto; gigante; general; hambre; alhaja; ajeno; Juan; mujer; siguiente; sigue; seguir; guante; averiguo; averigüe; pague; desague; calle; lluvia; llevar; llama; año; niño; mañana; carro; corro; chorro; parra; para; arrojar; ahora; rico; rana; querer; quiero; quiso; mozo; juez; azul; lápiz.

Aire; paisaje; autor; causa; aceite; peinar; deuda; neutro; familia; bestia; nadie; ciento; patio; matrimonio; oigo; boina; cuando; cual; cuenta; ruegue; monstruo; perpetuo; ciudad; viudo; cuidado; ruido; principiáis; principiéis; averigüéis; ley; muy; hoy; hay; maestro; idea; faena; continúe; continué.



THE CONGRESS AT BUENOS AIRES, ARGENTINE REPUBLIC.
Courtesy of Pan American Union.

LESSON I

The Articles

10. There are two articles in Spanish as in English, the definite and the indefinite,

They must agree in gender and number with the noun they modify.

All Spanish nouns are either masculine or feminine.

11. The Indefinite Article

	MASCULINE	FEMININE
SINGULAR	un	una
PLURAL	unos	unas
un hombre, a man.	unos hombres, some or a few men.	
una mujer, a woman.	unas mujeres, some or a few women.	

NOTES. 1. The plural forms **unos** and **unas** have the force of *some* or *a few* in English.

2. Formation of the plural. The plural of adjectives and nouns is formed as follows:

a. by adding **s** to the singular when the word ends with an unstressed vowel (see § 5, a);

b. by adding **es** when the word ends with a consonant or a stressed vowel.

12. The Definite Article

	MASCULINE	FEMININE
SINGULAR	el	la
PLURAL	los	las
el muchacho, the boy.	los muchachos, the boys.	
la muchacha, the girl.	las muchachas, the girls.	

13. When either of the prepositions *de*, *of*, *from*, and *a*, *at*, *to*, immediately precedes the masculine definite article *el*, prepositions and article are contracted into *del* and *al* respectively.

These two are the only contractions allowable in Spanish.

del muchacho, *of* or *from* the boy.

al muchacho, *at* or *to* the boy.

NOTE. For the sake of euphony, the masculine definite article is regularly placed before a feminine singular noun when it begins with stressed *a* or *ha* (see § 5, *a*). The change does not affect the gender of the noun.

	<i>el</i> agua, <i>the water</i> .	<i>las</i> aguas, <i>the waters</i> .
	<i>el</i> hacha, <i>the axe</i> .	<i>las</i> hachas, <i>the axes</i> .
But	<i>la</i> animación, <i>the animation</i> .	<i>la</i> hacienda, <i>the estate</i> .
	<i>la</i> ancha calle, <i>the broad street</i> .	

14.

Vocabulary

Nouns

MASCULINE

el campo, *the country*.

el hombre, *the man*.

el jardín, *the garden*.

el muchacho, *the boy*.

el río, *the river*.

FEMININE

el agua, *the water*.

la casa, *the house*.

la ciudad, *the city*.

la flor, *the flower*.

la mujer, *the woman*.

Miscellaneous

a, *at*, *to*.

da, *gives*.

dan, *give (they)*.

de, *of*, *from*.

en, *in*.

hay, *there is*, *there are*.

tiene, *has*.

tienen, *have (they)*.

va, *goes*.

van, *go (they)*.

y, *and*.

15.

Exercises

A. — 1. El hombre tiene una casa. 2. El hombre tiene una casa y un jardín. 3. El hombre va de la casa al jardín y del jardín a la casa. 4. El hombre y la mujer tienen una casa en la ciudad y un jardín en el campo. 5. El hombre y la mujer van de la ciudad al campo y del campo a la ciudad. 6. Hay flores en los jardines. 7. Hay un muchacho en el jardín. 8. El hombre da una flor al muchacho. 9. El hombre y la mujer dan unas flores a los muchachos. 10. Las mujeres del campo van de las casas a los jardines y de los jardines a las casas. 11. Unos muchachos van al río. 12. En el agua del río hay unas flores. 13. Un muchacho da las flores a las mujeres. 14. El agua del río va a la ciudad. 15. Las aguas de los ríos van a las ciudades.

B. — *Supply the definite article before each of the following nouns, and translate:* río; casa; agua; hacienda¹; hombre; muchacho; muchacha; animación¹; hacha¹; jardines; ciudades; mujeres; ríos; flores; muchachos; aguas.

C. — *Supply the indefinite article, and translate:* ciudad; casa; muchacho; mujer; jardín; flor; río.

D. — *Replace the dash by del, de la, de los, de las, as required by the text, and translate:* 1. El agua ^{de} río. 2. Las flores ^{de} jardín. 3. Las flores ^{de} jardines. 4. La casa ^{de} la mujer. 5. Las mujeres ^{de} la ciudad. 6. Las casas ^{de} las ciudades. 7. Las aguas ^{de} los ríos.

E. — *Replace the dash by al, a la, a los, a las as required by the text, and translate:* 1. El muchacho va — río. 2. Los hombres van — ciudad. 3. Las muchachas van de las casas — ríos y de los ríos — casas. 4. La mujer da unas flores — muchacho. 5. Los muchachos dan unas flores — hombres y — mujeres.

¹ This word has been used in the examples.

F. — *Put the following sentences into the plural, and translate:*

1. La mujer tiene un jardín. 2. El muchacho da una flor a la mujer.
3. Hay un hombre en la casa. 4. El río da agua al campo. 5. El agua del río va a la ciudad.

G. — *Put into the singular, and translate:* 1. Hay unas flores en los jardines. 2. Los muchachos van a las ciudades. 3. Los hombres tienen unas casas. 4. Las mujeres dan unas flores a los muchachos. 5. Las aguas van a los ríos.

LESSON II

Gender of Nouns

16. Gender of Nouns. — There are no fixed rules for determining the gender of all Spanish nouns, but in the majority of instances the gender may be determined from the meaning or from the termination.

17. A. — *As regards the meaning.* 1. Nouns denoting living beings are masculine when they refer to a male; feminine when they refer to a female, no matter what the ending of the word may be. *This rule supersedes all others.*

el padre, *the father.*

la madre, *the mother.*

el abuelo, *the grandfather.*

la abuela, *the grandmother.*

el gato, *the cat (m.).*

la gata, *the cat (f.).*

NOTES. 1. The majority of nouns denoting living beings and ending with *o* change that letter to *a* to form the feminine.

2. The names of the days, months, rivers, oceans and mountains are masculine.

el martes, *Tuesday.*

el Atlántico, *the Atlantic.*

el Plata, *the Plata river.*

el Etna, *Mount Etna.*

el mes de enero es frío, *the month of January is cold.*

- a. The names of the days regularly require the article;
- b. The names of the months never take the article, but adjectives modifying them must be masculine;
- c. The names of the days and months are not capitalized in Spanish (see § 8).

3. Infinitive phrases and indeclinable parts of speech used as nouns are masculine.

el comer, *eating.*

el saber, *the knowledge.*

el sí, *the affirmative.*

el porqué, *the why.*

18. The plural of certain masculine nouns, especially those indicating relationship and titles, is often used, in addition to its regular meaning, to designate both the masculine and the feminine.

el niño, *the child (boy).*

los niños, *the children, the boys, or the boy and girl, or the boys and girls.*

el padre, *the father.*

los padres, *the fathers, or the father and mother, or the fathers and mothers, the parents.*

el rey, *the king.*

los reyes, *the kings or the king and queen, or the kings and queens.*

19.

Vocabulary

Nouns

MASCULINE

el abuelo, *the grandfather.*

el esposo, *the husband.*

el hermano, *the brother.*

el hijo, *the son.*

el padre, *the father.*

el primo, *the cousin.*

el sobrino, *the nephew.*

el tío, *the uncle.*

López, *a proper name.*

Pablo, *Paul.*

FEMININE

la abuela, *the grandmother.*

la esposa, *the wife.*

la hermana, *the sister.*

la hija, *the daughter.*

la madre, *the mother.*

la prima, *the cousin.*

la sobrina, *the niece.*

la tía, *the aunt.*

la familia, *the family.*

María, *Mary.*

*Miscellaneous*es, is (*he, she, it*¹).son, are (*they*¹).

o, or.

¿qué? *what?*²¿quién? (*sing.*), *who? whom?*¿quiénes? (*plur.*), *who? whom?*

20.

Exercises

A. — 1. El hombre es el esposo. 2. La mujer es la esposa.
 3. El hombre y la mujer son los esposos. 4. Pablo es el hijo
 de los esposos López. 5. María es la hermana de Pablo.
 6. Pablo y María son hermanos. 7. La madre de Pablo tiene
 un hermano. 8. Es el tío de Pablo y María. 9. ¿Qué es un
 tío? 10. Un tío es el hermano de un padre o de una madre.
 11. Los hijos del tío de Pablo y María son primos de Pablo y
 María. 12. ¿Qué es un sobrino? 13. Un sobrino es el hijo de
 un hermano o de una hermana. 14. Los padres de los padres
 son abuelos. 15. Los padres de la madre de Pablo son los
 abuelos de Pablo y María.

B. — *Answer the following questions:* ¿Quién es Pablo? ¿Quién
 es la hermana de Pablo? ¿Qué es un tío? ¿Quiénes son los primos
 de Pablo y María? ¿Qué es un sobrino? ¿Qué son los abuelos?

C. — *Spell in Spanish the words of the vocabulary and divide them
 into syllables.*

D. — *Explain the gender of the following nouns:* mercader (*mer-
 chant*); mujer (*woman*); reina (*queen*); lunes (*Monday*); comi-
 sionista (*commission merchant*); dama (*lady*); Rin (*Rhine*); león
 (*lion*); marzo (*March*); viajero (*traveler*); vaca (*cow*); Pacífico
 (*Pacific Ocean*); socio (*partner*); saber (*knowledge*); comerciante
 (*merchant*); gallina (*hen*); Pirineos (*Pyrenees*).

¹ In Spanish the subject personal pronouns need not be expressed when used emphatically or to avoid ambiguity.

² ¿qué? pronoun or adjective is always invariable.

27. **Possession.** — Possession in Spanish is expressed by *de* followed by the noun indicating the possessor.

la casa de la mujer, the woman's house.
el libro de Juan, John's book.

NOTE. In English the possessive case often stands for 'the house of,' 'the store of,' etc. In Spanish the full construction must be expressed.

Compro libros en la tienda de Madero, I buy books at Madero's (store).

28.

Vocabulary

Nouns

MASCULINE	FEMININE
<i>año, year.</i>	<i>América, America.</i>
<i>banco, bench.</i>	<i>discípula, pupil.</i>
<i>cortaplumas, penknife.</i>	<i>enhorabuena, congratulation.</i>
<i>diploma, diploma.</i>	<i>escuela, school.</i>
<i>discípulo, pupil.</i>	<i>lección, lesson.</i>
<i>edificio, building.</i>	<i>maestra, schoolmistress.</i>
<i>fin, end.</i>	<i>mano, hand.</i>
<i>libro, book.</i>	<i>mesa, table.</i>
<i>maestro, teacher.</i>	<i>pared, wall (of a room).</i>
<i>mapa, map.</i>	<i>pluma, pen.</i>
<i>papel, paper.</i>	<i>sala de clase, classroom.</i>
<i>premio, prize.</i>	<i>silla, chair.</i>
<i>tintero, ink-well.</i>	<i>tinta, ink.</i>

Miscellaneous

¿adónde? whither? where? sobre, on, upon.
difícil, difficult. también, also.
fácil, easy.

29.

Exercises

A. — 1. El edificio es una escuela. 2. Pablo es un discípulo de la escuela. 3. María es una discípula de la escuela. 4. Pablo y María van a la escuela. 5. Pablo tiene en la mano

los libros de María. 6. La escuela tiene salas de clase. 7. Hay sillas y bancos en la sala de clase de Pablo y María. 8. Hay también una mesa. 9. Es la mesa del maestro. 10. En la pared hay un mapa. 11. El mapa es el mapa de América. 12. Sobre la mesa hay libros, papeles, plumas y un tintero. 13. En el tintero hay tinta. 14. La lección de María es fácil. 15. La lección de Pablo es difícil. 16. El maestro da premios a los discípulos. 17. ¿Qué es el premio de María? 18. La maestra da un libro a María. 19. ¿Qué es el premio de Pablo? 20. El premio de Pablo es un cortaplumas. 21. Al fin del año la escuela da un diploma a Pablo. 22. Los padres dan la enhorabuena a Pablo.

B. — *Answer the following questions:* ¿Qué es el edificio? ¿Qué es María? ¿Adónde van Pablo y María? ¿Qué hay en la sala de clase? ¿Qué hay en la pared? ¿Es la lección de Pablo fácil o difícil? ¿Qué da el maestro a los discípulos? ¿Qué da la maestra a María? ¿Qué da a Pablo? ¿Qué da la escuela a Pablo al fin del año?

C. — *Spell in Spanish the words of the vocabulary and divide them into syllables.*

D. — *Place the proper article before the following nouns, giving in each case the reason for your choice:* caballo (*horse*); iglesia (*church*); comercio (*commerce*); mercancía (*merchandise*); especie (*species*); idioma (*language*); libertad (*liberty*); comisión (*commission*); muchedumbre (*crowd*); mediodía² (*noon*); cortabolsas³ (*pickpocket*); sinrazón⁴ (*wrong*); edad (*age*); ocasión (*occasion*).

E. — *Give the feminine with the definite article:* el criado (*the servant*); el vecino (*neighbor*); el gato (*cat*); un perro (*dog*); el discípulo

¹ The auxiliary *do* is not expressed in Spanish. Note the place of the subject in an interrogative sentence.

² is formed from *medio* (*half*) and *día* (*day*).

³ is formed from *cortar* (*to cut*) and *bolsa* (*purse*).

⁴ is formed from *sin* (*without*) and *razón*, f. (*reason*).

(*the pianist*); el viajero (*traveler*); un americano (*American*); el pianista (*the pianist*).

F. — Add the name of a possessor to the following nouns, and translate: la lección; el mapa; el libro; la mesa; la sala; el papel; el cortaplumas.

G. — Replace the singular by the plural and vice versa: 1. El premio del discípulo es un libro. 2. Los niños tienen unas lecciones. 3. El edificio es una escuela. 4. Hay sobre las mesas papeles, libros, plumas y tinteros.

H. — Form short sentences containing the following words: campo, casa, flor, río, niño, tío, hijo, maestro, mano, también.

LESSON IV

Plural of Nouns

30. The plural of Spanish nouns is formed by adding **s** or **es** to the singular (see § 11, note 2).

A. — By adding **s** if the noun ends (1) with an unstressed vowel (except **y**):

el puerto, *the seaport.*

los puertos, *the seaports.*

la mercancía, *the merchandise.*

las mercancías, *the merchandises.*

el buque, *the boat.*

los buques, *the boats.*

(2) With a stressed **e**:

el café, *the coffee.*

los cafés, *the coffees.*

el pie, *the foot.*

los pies, *the feet.*

B. — By adding **es** if the noun ends (1) with a consonant:

el mercader, *the tradesman.*

los mercaderes, *the tradesmen.*

el almacén, *the warehouse.*

los almacenes, *the warehouses.*

la ciudad, *the city.*

las ciudades, *the cities.*

NOTE. According to a rule of the Spanish Academy, *z* cannot be followed by *e* or *i*. Therefore nouns ending with *z* first change the *z* to *c* and then add *es*.

el lápiz, *the pencil.*

la luz, *the light.*

los lápices, *the pencils.*

las luces, *the lights.*

(2) With *y*:

el rey, *the king.*

la ley, *the law.*

los reyes, *the kings.*

las leyes, *the laws.*

(3) With a stressed vowel other than *e*:

el rubí, *the ruby.*

los rubíes, *the rubies.*

EXCEPTION. *Papá* (*papa*) and *mamá* (*mama*) add only *s* to form the plural.

31. Nouns that have a final *s* in the singular, form the plural by adding *es* only when the last syllable is stressed. Otherwise they remain unchanged.

el inglés, *the Englishman.*

el viernes, *Friday.*

los ingleses, *the Englishmen.*

los viernes, *Fridays.*

32. Family names ending with *s* or *z* remain unchanged in the plural.

Rivas.

López.

los Rivas.

los López.

33. Compound nouns ending with *s* do not change in the plural. Those ending with any other letter follow the rules given for single nouns.

el cortaplumas, *the penknife.*

la enhorabuena, *the congratulation.*

los cortaplumas, *the penknives.*

las enhorabuenas, *the congratulations.*

34. **Combination of Nouns.**—The English language is singularly rich in combinations of nouns in which one is used

as an adjective to modify another. In Spanish, the idea is expressed by placing the qualifying noun after the principal one and connecting the two by the preposition *de*.

el puerto de mar, *the seaport*.
el buque de vela, *the sail-boat*.

los puertos de mar, *the seaports*.
los buques de vela, *the sail-boats*.

35. In such combinations, the English verbal noun ending with *-ing* is replaced by the Spanish present infinitive preceded by a preposition.

la mesa de comer, *the dining-table*.
el salón de fumar, *the smoking-room*.

36. Vocabulary

Nouns

MASCULINE

almacén, *warehouse*.
buque mercante,¹ *merchant vessel*.
buque de vela, *sailing vessel*.
comedor, *dining room*.
cuarto de baño, *bath-room*.
mueble, (*piece of*) *furniture*.
puerto de mar, *seaport*.
salón de recibo, *parlor*.
vapor, *steamship*.

FEMININE

alcoba, *bedroom*.
bahía, *bay, harbor*.
cama, *bed*.
casa de comercio, *business house*.
cocina, *kitchen*.
fábrica, *factory*.
mesa de comer, *dining table*.
residencia, *residence*.
tienda, *store*.

importante, *important*.

37. Exercises

A. — 1. En una ciudad hay calles. 2. En las calles hay casas. 3. Las casas son residencias o casas de comercio o almacenes o fábricas o tiendas. 4. En una residencia hay

¹ Spanish adjectives generally follow the noun they qualify. For the plural, see § 11, note 2.

cuartos. 5. Los cuartos de una casa sòn el salón de recibo, el comedor, la cocina, el cuarto de baño y las alcobas. 6. En los cuartos hay muebles. 7. Los muebles de una casa son camas, sillas y mesas. 8. En las alcobas hay sillas y camas; en los comedores, sillas y mesas de comer.

B. — 1. Valparaíso es un puerto de mar. 2. Los puertos de mar son ciudades importantes. 3. En Valparaíso hay casas de comercio. 4. En la bahía de Valparaíso hay buques mercantes. 5. Los buques mercantes son vapores o buques de vela.

C. — *Answer the following questions (a) based on A:* ¿Qué hay en una ciudad? ¿Qué hay en una residencia? ¿Qué son los cuartos de una casa? ¿Qué son los muebles de una casa? ¿Qué hay en una alcoba?

(b) *based on B:* ¿Qué son puertos de mar? ¿Qué hay en Valparaíso? ¿Qué son los buques mercantes?

D. — *Spell in Spanish the words of the vocabulary and divide them into syllables.*

E. — *Give the plural of the following nouns:* La cama; el mar; el lápiz (*pencil*); el juez (*judge*); la ley (*law*); el país (*country*); el idioma; el salón; la pared; el vapor; el lunes (*Monday*); el océano (*ocean*); la ciudad; el mapa; el buque de vela; la luz (*light*); el francés (*Frenchman*); el joven (*young man*).

F. — *Replace the singular by the plural and vice versa:* 1. En la bahía hay un vapor y un buque de vela. 2. Los puertos de mar son ciudades importantes. 3. En la calle hay una casa de comercio y un almacén. 4. Los niños van de los salones a las alcobas y de las alcobas a los salones. 5. El maestro da un cortaplumas y un libro al discípulo. 6. En la alcoba hay una cama, una mesa y una silla. 7. Las mercancías van de las fábricas a las tiendas y de las tiendas a las casas.

38. Review Exercise. (Lessons I-IV.)

A. — 1. Paul is Mary's brother. 2. Paul has a friend. 3. Paul's friend has a house in the country. 4. Paul and Mary go to the friend's house. 5. He has also a garden and there are flowers in the garden. 6. He gives a flower to the brother. 7. The brother gives the flower to the sister. 8. From the garden they go to the river. 9. There is a sail-boat upon the waters of the river.

B. — 1. In the city there are schools. 2. Mary and Paul go to school.¹ 3. The brother and the sister are pupils of the school. 4. The children go to the classroom. 5. The pieces-of-furniture of a school are the teacher's table and chair, and the pupils' benches and tables. 6. There are also maps on the walls of the classrooms. 7. There are boys and girls upon the benches. 8. The teacher has a book. 9. He gives a lesson to the pupils. 10. At the end of the year he gives prizes and diplomas to the boys and girls. 11. The prize of Paul's cousin is a map of America. 12. The grandfather and the grandmother congratulate² Paul and Mary.

C. — 1. The building is a business house. 2. It is the business house of Paul's father. 3. Paul's uncle has merchant vessels, steamships and sailing vessels. 4. He also has stores, factories and warehouses in Valparaiso. 5. Valparaiso has a harbor; it is a seaport; it is a very important city of Chili.³ 6. The house of Paul's uncle and aunt has a dining-room, a kitchen, a bathroom, a parlor and bedrooms. 7. The pieces-of-furniture of a bedroom are a bed, a table, and chairs. 8. There are dining tables in the dining rooms and beds in the bedrooms.

¹ Say "to the school."

² Replace by "give the congratulation to."

³ "Chile."

39. Reading Lesson¹

LAS DIVISIONES DEL TIEMPO

El año tiene cuatro estaciones: el invierno, la primavera, el verano y el otoño. El año tiene también doce meses: enero,² febrero, marzo, abril, mayo, junio, julio, agosto, septiembre,³ octubre, noviembre y diciembre. Los meses del invierno son diciembre, enero y febrero. Los meses de la primavera son marzo, abril y mayo. Los meses del verano son junio, julio y agosto. Los meses del otoño son septiembre, octubre y noviembre. En el invierno el día es corto y la noche es larga. En el verano el día es largo y la noche es corta. Los días de la semana son: domingo, lunes, martes, miércoles, jueves, viernes y sábado. El domingo es el día de descanso, los otros días son días de trabajo.

LESSON V

Regular Verbs

40. First conjugation: **comprar**, *to*⁴ *buy*.

Second conjugation: **vender**, *to sell*.

Third conjugation: **vivir**, *to live*.

All Spanish verbs are divided into three conjugations.

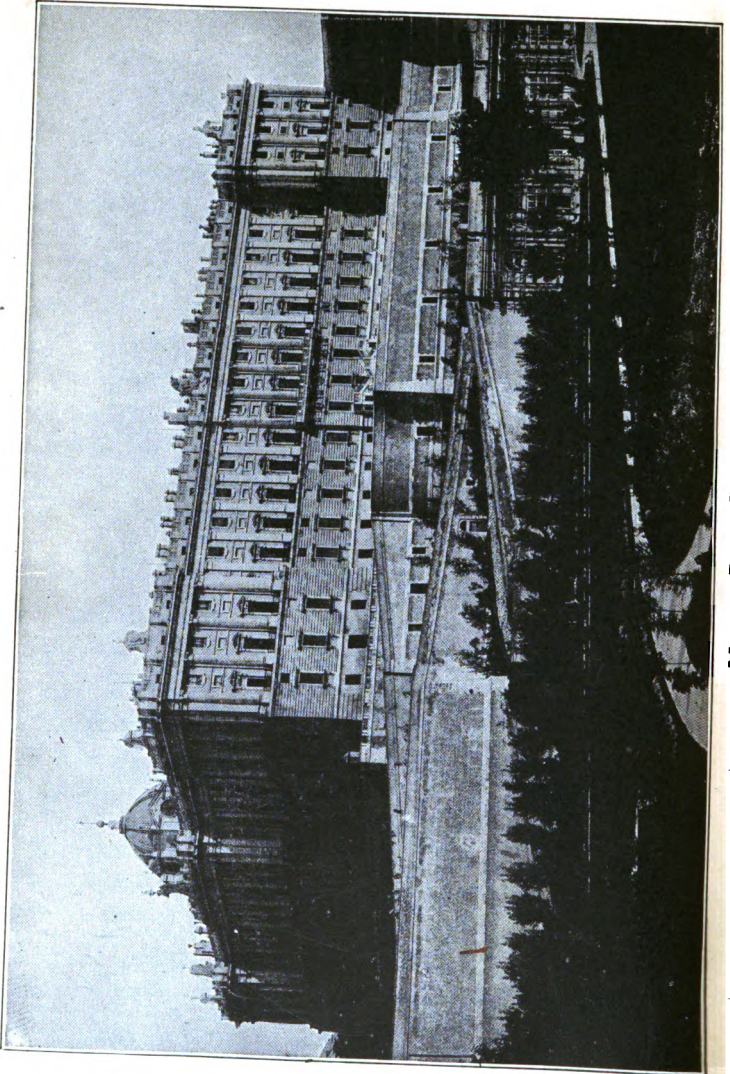
Those ending in *-ar* belong to the first; those ending in *-er* to the second, and those ending in *-ir* to the third.

¹ The words used in the Reading Lessons are to be found in the General Vocabulary at the end of the book.

² See § 17, note 2, *c*.

³ May be written with or without "p."

⁴ The preposition *to* of the English infinitive ordinarily is not translated in Spanish.



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The first conjugation includes 80 to 90 per cent of all the Spanish verbs.

41. The infinitive is the only principal part; that is, all the other parts of the verb are derived from it.

42. **Root, stem or radical of the verb.** — When the infinitive endings **ar**, **er** or **ir** are dropped, the part of the word that remains is called the root, stem or radical. To this root are added different endings to indicate the distinctions of person, number, tense and mode.

43. **The Present Indicative.** — The endings of the present tense, indicative mode, are:

	PERSON	FIRST CONJUGATION	SECOND CONJUGATION	THIRD CONJUGATION
SINGULAR	{ 1.	-o	-o	-o
	{ 2.	-as	-es	-es
	{ 3.	-a	-e	-e
PLURAL	{ 1.	-amos	-emos	-imos
	{ 2.	-áis	-éis	-ís
	{ 3.	-an	-en	-en

NOTE. While the first conjugation differs materially from the others, the second and the third are alike with the exception of the first and second persons plural. It may here be stated that, with the two exceptions noted, and two others, namely the infinitive and the second person plural of the imperative, verbs of the second and third conjugations are identical throughout.

44. Taking **comprar**, *to buy*, **vender**, *to sell* and **vivir**, *to live*, as model verbs, and adding these endings to the roots of those verbs, we have:

First Conjugation

SINGULAR	{	1. compro , <i>I buy, I am buying, I do¹ buy.</i>
		2. compras , <i>you buy, etc.</i>
		3. compra , <i>he or she buys, etc.</i>
PLURAL	{	1. compramos , <i>we buy, etc.</i>
		2. compráis , <i>you buy, etc.</i>
		3. compran , <i>they buy, etc.</i>

Second Conjugation

SINGULAR	{	1. vendo , <i>I sell, I am selling, I do sell.</i>
		2. vendes , <i>you sell, etc.</i>
		3. vende , <i>he or she sells, etc.</i>
PLURAL	{	1. vendemos , <i>we sell, etc.</i>
		2. vendéis , <i>you sell, etc.</i>
		3. venden , <i>they sell, etc.</i>

Third Conjugation

SINGULAR	{	1. vivo , <i>I live, I am living, I do live.</i>
		2. vives , <i>you live, etc.</i>
		3. vive , <i>he or she lives, etc.</i>
PLURAL	{	1. vivimos , <i>we live, etc.</i>
		2. vivís , <i>you live, etc.</i>
		3. viven , <i>they live, etc.</i>

NOTE. It will be observed that, as the endings for the different persons differ, the verb form itself clearly indicates the person and number as well as the mode and tense. That is why the subject personal pronouns are usually omitted in Spanish.

45. Subject Personal Pronouns. — The personal pronouns differ in form according as they are used as subject or object. When used as the subject, they are as follows:

¹ The auxiliary *do* or *did* is always omitted in Spanish.

SINGULAR	{ 1st person 2d person 3d person	yo, ¹ <i>I</i>	
		tú, <i>you</i> (familiar) or <i>thou</i>	
		{ él, ² <i>he, it</i> (referring to masculine noun). ella, <i>she, it</i> (referring to feminine noun). ello, ³ <i>it</i> (neuter).	
PLURAL	{ 1st person 2d person 3d person	nosotros, m.	} <i>we</i>
		nosotras, f.	
		vosotros, m.	} <i>you, ye</i>
		vosotras, f.	
		ellos, m.	} <i>they</i>
ellas, f.			

46.

Vocabulary

Nouns

MASCULINE

alemán, *German* (language).
 amigo, *friend*.
 español, *Spanish* (language).
 francés, *French* (language).
 inglés, *English* (language).
 Juan, *John*.
 sábado, *Saturday*.
 tren, *train*.
 viernes, *Friday*.

FEMININE

carta, *letter*.
 España, *Spain*.
 Filadelfia, *Philadelphia*.
 Francia, *France*.
 Nueva York, *New York*.
 semana, *week*.

Verbs

FIRST CONJUGATION

comprar, *to buy*.
 contestar, *to reply*.
 desear, *to desire*.
 estudiar, *to study*.
 hablar, *to speak*.
 llegar, *to arrive*.
 tomar, *to take*.
 viajar, *to travel*.

SECOND CONJUGATION

aprender, *to learn*.
 leer, *to read*.
 vender, *to sell*.

THIRD CONJUGATION

escribir, *to write*.
 partir, *to depart*.
 recibir, *to receive*.
 vivir, *to live*.

¹ See § 8, b.

² See § 5, note 1.

³ Rarely used. Commonly used only in the phrase *ello es que*, *thus it is that*, or *the fact is that*.

*Miscellaneous*ahora, *now*.bien, *well*.cuando, *when*.¿cuándo? *when?*¹donde, *where*¿dónde? *where?*para, *for*.²pero, *but*.por, *for, through*.¿por qué? *why?*porque, *because*.siempre, *always*.

47.

Exercises

A. — 1. Juan vive en Filadelfia, pero estudia en Boston. 2. Estudia el francés y el español. 3. Habla, lee y escribe bien el inglés. 4. Ahora desea aprender³ el francés y el español porque desea viajar por Francia y España. 5. Juan toma una pluma y un papel, y escribe una carta a un amigo. 6. Escribe la carta en francés.⁴ 7. El amigo de Juan vive en Francia y habla francés.⁴ 8. Habla también el inglés, el español y el alemán. 9. El amigo recibe la carta de Juan y contesta. 10. Juan parte para España al fin de la semana. 11. Toma el tren en Boston el viernes y llega a Nueva York el sábado. 12. Parte de Nueva York el sábado en un vapor. 13. Juan desea comprar libros en Madrid. 14. El padre de Juan siempre compra libros en España. 15. Tiene una tienda en Nueva York donde vende libros.

B. — *Answer the following questions:* ¿Dónde vive Juan? ¿Dónde estudia? ¿Qué idiomas estudia? ¿Qué idioma habla, lee y escribe? ¿Por qué desea aprender el francés y el español? ¿Qué escribe Juan a un amigo? ¿Dónde vive el amigo de Juan? ¿Quién recibe

¹ See § 5, note 1.

² Generally speaking, *para, for*, expresses *use, purpose, destination*; *por, for*, means *on account of, for the sake of, in exchange for, through*.

³ See page 24, footnote 4.

⁴ The definite article is required before nouns denoting languages except directly after *hablar* and in certain prepositional phrases.

la carta y contesta? ¿Cuándo toma Juan el tren en Boston y cuándo llega a Nueva York? ¿Qué desea Juan comprar en Madrid? ¿Qué vende el padre de Juan?

C. — *Indicate the root of each verb in the vocabulary.*

D. — *Conjugate the verbs in the following sentences in all the persons of the present indicative:* 1. Tomar el tren. 2. Leer un libro. 3. Partir para Filadelfia.

E. — *In the following sentences, replace "Juan"*

(a) *by "Juan y yo" and use the first person plural;*

(b) *by "yo" and use the first person singular;*

(c) *by "Juan y Pablo" and use the third person plural;*

(d) *by "tú" and use the second person singular;*

(e) *by "vosotros" and use the second person plural.*

1. Juan vive en España. 2. Habla inglés. 3. Desea aprender el francés. 4. Estudia y aprende bien. 5. Recibe una carta de un amigo y contesta en español.

F. — *Identify the following verbal forms, supply the proper subject personal pronoun before each one of them, and translate:* 1. Viajáis en España. 2. Reciben un premio. 3. Aprendemos el inglés. 4. Hablas al amigo de Juan. 5. Vende papel y tinta. 6. Contestamos en francés. 7. Leéis bien el español.

G. — *Form a few short original sentences containing the following verbs:* Estudiar; llegar; partir; tomar; vender; desear; recibir; aprender; comprar.

LESSON VI

Interrogative and Negative Sentences

48. In an affirmative sentence, the usual order of the words is: subject (if expressed), verb, object (if expressed).

El hombre compra la casa.

The man buys the house.

49. In an interrogative sentence, the order of the subject and verb is usually inverted.

¿Compra el hombre la casa? *Does the man buy the house?*

Very often, however, the subject is placed after the verb in a positive statement and the word-order is identical with that of a question.

In this case, and also in cases where no subject is expressed, the interrogative nature of the sentence is indicated only by the inflection of the voice when spoken and by the question marks before and after the sentence when written. See § 7.

Compra el hombre la casa. *The man buys the house.*
¿Compra el hombre la casa? *Does the man buy the house?*

50. **Negation.** — To make a sentence negative, the adverb **no** is placed before the verb. This is to be translated *no* or *not* according to the meaning.

El hombre no compra la casa. *The man does not buy the house.*
¿No compra el hombre la casa? *Does not the man buy the house?*

51. After verbs of saying, thinking, believing, the adverbs **no**, meaning *no* or *not*, and **sí**, meaning *yes* or *so*, are introduced by **que**,¹ but the latter is not translated.

Digo que sí, *I say yes.* Creo que sí, *I think so.*
Digo que no, *I say no.* Creo que no, *I think not.*

52. In Spanish two negatives do not make an affirmative. When the negative clause contains certain words of a negative character, **no** must be retained. In this case **no** precedes the verb, and the negative word follows it. For greater emphasis, however, the negative word may precede the verb, in which case **no** is omitted. Such words are:

¹ Distinguish the pronoun **qué** (with the accent) from the conjunction **que** (without accent).

nada, <i>nothing</i> .	nunca, <i>never</i> .
nadie, <i>nobody</i> .	jamás, <i>never</i> .
ninguno, <i>no one, none</i> .	tampoco, <i>not either, neither</i> .

No tiene nada.	<i>He has nothing</i> (lit.: "He has not nothing").
No habla nadie.	<i>Nobody speaks</i> (lit.: "Nobody does not speak").
No tiene ninguno.	<i>He has none</i> (lit.: "He has not none").
No fumo nunca.	<i>I never smoke</i> (lit.: "I don't smoke never").

But

Nada tiene.	Ninguno tiene.
Nadie habla.	Nunca fumo.

53. The word *but* may be a conjunction, a preposition or an adverb. When used as a conjunction, it may be translated by **pero**, **mas** or **sino**. **Pero** and **mas** may be used interchangeably, although **pero** is by far the more common. **Sino** is used only after a negative clause and introduces a reinforcing or contrasting affirmation with the verb omitted.

Tiene una pluma, pero no tiene tinta.	<i>He has a pen, but he has no ink</i>
No tiene una casa sino muchas.	<i>He has not one house, but many.</i>

NOTE. As an adverb, *but* is translated by **no . . . sino**. As a preposition (in the sense of except), *no . . . but* is translated by **no . . . más que**.

No va sino rara vez al teatro.	<i>He goes but rarely to the theatre.</i>
No deseo más diversión que leer.	<i>I desire no diversion but to read.</i>

54. **Personal a.** — Whenever the direct object of a verb is a noun or pronoun that refers to some definite person or personified thing, it is usually preceded by the preposition **a**. The latter is not translated into English.

El maestro llama a los discípulos.	<i>The teacher calls the pupils.</i>
No visita a nadie.	<i>He visits no one.</i>

55.

Vocabulary

Nouns

MASCULINE

cliente, *customer*.
 Pérez, a proper name.
 sombrero, *hat*.
 surtido, *stock*.
 vino, *wine*.

FEMININE

cliente, *customer*.
 diversión, *diversion*.
 Luisa, *Louise*.
 ropa, *clothes*.
 vida, *life*.

Verbs

FIRST CONJUGATION

entrar, *to enter*.
 necesitar, *to need*.
 visitar, *to visit*.

SECOND CONJUGATION

beber, *to drink*.
 comer, *to eat*.
 creer, *to believe, think*.

THIRD CONJUGATION

existir, *to exist*.

Adjectives (see § 11, note 2)

barato, *cheap*.
 caro, *dear, expensive*.
 feliz, *happy*.
 grande, *large*.

necesario, *necessary*.
 ninguno, *no, not any, none*.
 sencillo, *simple*.
 todo, *all*.

Miscellaneous

aquí, *here*.
 como, *like, as*.
 ¿cómo? *how?*
 jamás, *never*.
 más, *more*.
 no más . . . que, *no . . . but*.
 mucho, *much*.
 muy, *very*.

nada, *nothing, not anything*.
 nadie, *nobody, not anybody*.
 no, *no, not*.
 nunca, *never*.
 que, *that, than, but*.
 sencillamente, *simply*.¹
 sí, *yes*.
 sino, *but*.

¹ Most adverbs of manner are formed by adding *-mente* to the feminine form of adjectives. Thus *sencillo* (m.), *sencilla* (f.); adverb: *sencillamente*.

56.

Exercises

A. — 1. Pablo y yo entramos en la tienda de Pérez. 2. Siempre compramos en la tienda de Pérez. 3. En la tienda venden sombreros y ropa para¹ hombres. 4. Pablo necesita un sombrero. 5. No tiene ninguno. 6. Yo no necesito nada. 7. La tienda tiene un surtido grande,² pero no compramos nada porque Pablo desea un sombrero barato y aquí todo es caro. 8. María y Luisa también desean comprar sombreros. 9. Pero no van a la tienda de Pérez. 10. Van a la tienda de López. 11. Son clientes de López.

B. — 1. Juan Pérez vive muy sencillamente. 2. Nadie visita a Juan y Juan no visita a nadie. 3. En la casa de Juan no hay sino lo³ necesario para¹ vivir. 4. No come mucho, pero come bien, y no bebe sino agua. 5. Jamás bebe vino. 6. No tiene más diversión que leer. 7. ¿Crees que la vida de Juan es una vida feliz? 8. El cree que sí, pero yo creo que no. 9. Vivir como Juan no es vivir sino existir.

C. — *Answer the following questions based on A:* ¿En dónde⁴ entráis? ¿Qué venden en la tienda? ¿Qué necesita Pablo? ¿Qué necesitas tú? ¿Qué tiene la tienda? ¿Por qué no compra Pablo un sombrero? ¿Qué desean comprar María y Luisa? ¿Adónde van?

D. — *Based on B:* ¿Cómo vive Juan Pérez? ¿Quién visita a Juan? ¿A quién visita Juan? ¿Qué hay en la casa de Juan? ¿Come Juan mucho? ¿Qué bebe? ¿Qué no bebe Juan? ¿Qué diversión tiene él? ¿Qué es vivir como Juan?

¹ See note 2, bottom of page 28.

² See note, bottom of page 21.

³ The Spanish article has a neuter form *lo* which is found only before the masculine form of adjectives when used as nouns.

lo bueno, what is good.

lo necesario, what is necessary.

⁴ Idiomatic. Literally, *into where*. Freely: *where*.

E. — *Identify and translate:* deseo; hablan; comemos; existís; llega; recibe; lees; tomáis; escribo; creen; visitas; contestamos; bebo; vive; estudio; entran; necesitamos.

F. — *Make the following sentences (a) interrogative; (b) negative:*
 1. Juan necesita un sombrero. 2. María y Luisa comen mucho.
 3. Pablo y yo visitamos a Juan. 4. El amigo de Pablo vive sencillamente. 5. El sombrero es barato. 6. Aquí todo es caro.

G. — *Conjugate¹ the verbs of the following sentences in all the persons of the present indicative:* 1. No visito a nadie. 2. No deseo nada. 3. No bebo jamás vino. 4. No como mucho, pero como bien. 5. No escribo sino rara vez.

H. — *Give an emphatic form to the first three sentences under G.*

57. Review Exercises (*especially Lessons V-VI*).

A. — 1. Paul is John's friend. 2. John and Paul are friends. 3. They² live in the country. 4. They wish to travel. 5. They depart. 6. They take the train and go to the city. 7. They arrive at Philadelphia. 8. They visit John's grandmother. 9. *She*² lives a very simple life.³ 10. She receives nobody. 11. She visits nobody. 12. She never goes to the country. 13. She never travels. 14. She does not desire to travel. 15. She has no diversion but to talk. 16. She always talks.

B. — 1. Is John's grandmother's life a happy life? 2. *She* thinks so. 3. Do *you* think so? 4. *We* do not think so. 5. *We* also live a very simple life.³ 6. Do you receive nobody? 7. We receive nobody and we visit nobody. 8. We do not eat much. 9. What do you drink, water or wine? 10. We always drink water. 11. We drink nothing but water. 12. We never drink wine.

¹ The direction *translate* will be henceforth omitted. Pupils are expected to translate all the sentences of every exercise throughout the book.

² Translate subject personal pronouns only when italicized.

³ Say "very simply."

13. Do you travel? 14. Do you wish to travel? 15. We have no diversion but to travel. 16. There is nothing in the house of John's grandmother but what is necessary to live on.¹ 17. Paul believes that to live as she does¹ is not living,² but existing.²

C. — 1. John and Paul need hats. 2. They go to Perez' store. 3. They enter the store.³ 4. Perez speaks Spanish but does not speak French. 5. Paul speaks French to Perez. 6. "Do they speak French here? Has the store a large stock? Do they sell clothes for men here? We want hats." 7. Perez answers nothing. 8. Now Perez speaks Spanish to the boys. 9. "Do you speak Spanish? What do you want? Do you need hats and clothes? I sell hats and clothes for men." 10. John answers: "I want to buy a cheap hat." 11. But Perez does not sell anything cheap; everything at Perez' is expensive. 12. He has not a cheap stock. 13. There is nothing in Perez' store but an expensive stock. 14. The friends depart and buy nothing. 15. Perez sells nothing.

LESSON VII

Usted, Ustedes

58. *Tú* is the familiar form in Spanish (compare the French "tu" and the German "du"). It is used in addressing near relatives, intimate friends, children, servants and animals. It corresponds also to the English *thou* used in poetic or sacred language.

The plural form *vosotros* is commonly used by public speakers in addressing audiences.

59. *Usted* (plural, *ustedes*), usually written *V.* or *Vd.* (plural *VV.* or *Vds.*) is the common pronoun of address. It

¹ Omit.

² Use the present infinitive.

³ Say "into the store."

corresponds to the ordinary English *you* as used in social intercourse and is the form most likely to be used by foreigners.

As it is the contraction of the now obsolete *vuestra merced* (*your grace*), it is treated as a noun and requires the verb and corresponding object pronouns and possessives to be in the *third* singular or plural.

Compare the English form of address to a judge or some titled personage: "Your Honor is . . . Your Excellency is . . ."

60. For the sake of politeness, **Usted** and **Ustedes** are generally expressed even though there is no ambiguity. If used as the subject of more than one verb, they are usually expressed but once.

Vd. habla y escribe bien el
español.

*You speak and write Spanish
well.*

NOTE. Like all other subject pronouns, they may precede or follow the verb. In questions they usually follow.

61. The subject pronoun may be emphasized by adding **mismo**, *self*. The same is true of nouns, but in the case of nouns **mismo** may precede or follow. If it precedes, it means *same*.

yo mismo, *I myself*.

ellos mismos, *they (m.) themselves*.

ella misma, *she herself*.

el libro mismo, *the book itself*.

el mismo libro, *the same book*.

62.

Forms of address

(a) To address a gentleman, **Señor Don** may be used before the full name or before the Christian name alone: **Señor Don** (abbreviated **Sr. D.**) **Juan Blanco**; **Señor Don Juan**.

(b) **Don** alone may be used before the Christian name, not before the surname or family name: **Don Juan**.

(c) **Señor** alone may be used before the surname, not before the Christian name: **Señor Blanco**.

(d) **Señora** and **Dofia** (abbreviated **Sra.**, **Da.**) are used in the same way to address a married lady.

Señora Dofia Julia González.

Dofia Julia.

Señora Dofia Julia.

Señora González.

(e) **Señorito** (abbreviated **Srto.**) and **Señorita** (**Srta.**), diminutive forms, are used in addressing young men and young unmarried women. The former is usually replaced by **Señor** except in case of servants addressing their young masters. But the latter is the regular word used in addressing young unmarried women and is equivalent to English *Miss*.

Señorita may be used with the full name or the Christian name alone: **Señorita María Pérez**; **Señorita María**.

(f) **Señor**, **Señora** are usually placed before titles in polite address, or when speaking to a person of his or her relatives.

¿Cómo está¹ Vd., señor doctor?

How are you, doctor?

¿Cómo está el² señor padre de Vd.?

How is your father?

(g) **Caballero** may also be used as a term of address. It is used only among equals and names are omitted after it.

¡Buenos días, caballero!

Good morning, sir!

63. Present indicative of the irregular verb *ir*, to go.

(For the full conjugation, see § 336.)

voy, *I go, I am going.*

vamos, *we go.*

vas, *you go.*

vais, *you go.*

va, *he goes, she goes, you (Vd.) go.*

van, *they go, you (Vds.) go.*

The verb *ir* when followed by *a* and an infinitive means to *be going to*.

Voy a estudiar,

I am going to study.

Va a vender la casa,

He is going to sell the house.

¹ Observe that *está* (from *estar*, to be) is used instead of *es* (from *ser*, to be) when referring to health.

² The definite article must be expressed before *señor*, *señora*, *señorita* and all titles, except in direct address.

64.

Vocabulary

Nouns

MASCULINE

caballero, *sir, gentleman.*
 café, *coffee.*
 día, *day* (see § 21, 2).
 José, *Joseph.*
 helado, *ice-cream.*
 mozo, *waiter.*
 pescado, *fish.*
 postre, *dessert.*
 profesor, *professor.*
 queso, *cheese.*
 señor, *sir, Mr.*
 vaso, *glass.*

FEMININE

carne, *meat.*
 cerveza, *beer.*
 fonda, *restaurant.*
 fresa, *strawberry.*
 fruta, *fruit.*
 leche, *milk.*
 legumbre, *vegetable.*
 manzana, *apple.*
 propina, *tip.*
 sopa, *soup.*
 uva, *grape.*
 ventana, *window.*

Adjectives

bueno (-a), *good.*

mismo (-a), *same, self.*

Miscellaneous

algo, *something.*
 cerca de, *near.*
 con, *with.*
 después, *then, afterwards.*

está, *is* (place, health).
 están, *they are* (place, health).
 gracias, *thanks.*
 ni, *neither, nor.*

65.

Exercises

A. — DON JUAN. — ¡Buenos días, caballero! ¿Cómo está Vd.?

D. JOSÉ. — Muy bien, gracias, Don Juan.

D. JUAN. — ¿Adónde va Vd.?

D. JOSÉ. — Voy a la fonda para comer.

D. JUAN. — Yo voy a la misma fonda y voy a comer con Vd. (Entran en la fonda y van a una mesa que está cerca de una ventana.)

EL MOZO. — ¿Qué desean los señores?

D. JOSÉ. — ¿Qué desea Vd., Don Juan?

D. JUAN. — Deseo sopa, pescado y carne.

D. JOSÉ. — ¿No desea Vd. legumbres?

D. JUAN. — Sí, voy a comer legumbres.

EL MOZO. — ¿Van a beber algo los señores? ¿Qué van a beber? ¿Cerveza, agua o vino?

D. JUAN. — ¿Qué va a beber Vd., Don José?

D. JOSÉ. — Nunca bebo ni cerveza ni vino; deseo un vaso de leche.

D. JUAN *al mozo*. — Un vaso de leche y un vaso de vino.

EL MOZO. — ¿Y después?

D. JOSÉ. — Después deseamos postres y café.

EL MOZO. — ¿Qué desean Vds. para postres?

D. JOSÉ. — ¿Qué hay?

EL MOZO. — Hay helado, queso y fruta, manzanas, peras, uvas y fresas.

(Cuando los caballeros parten, Don José da una propina al mozo.)

B. — *Dramatize the Spanish text A, a pupil playing the part of Don José, another that of Don Juan, and a third that of the waiter.*

C. — *Use the proper forms of address, don, señor, doña, señora, before the following names. Give two forms whenever possible: Pablo (Christian name, m.); Carmen (Christian name, f.); González (surname); Enrique (Christian name, m.); Pérez (surname); Ana (Christian name, f.); María García (Christian name, f., and surname); Gil (Christian name, m.); Gil Blas (Christian, m., and surname); Vamos a la casa del — profesor Blanco. ¿Son Vds. los hermanos de la — Gómez?*

D. — *Explain the italicized words: 1. ¿Qué deseas, Juan? 2. ¿Vas tú a la casa de la señorita María? 3. ¿Cuándo parte Vd.? 4.*

¿Adónde van Vds.? 5. ¿Qué vamos a comer? 6. Vosotros no creéis a nadie.

E. — Give the full present indicative of *dar*,¹ *comer*, *ir*, (a) without personal subject pronouns; (b) with the personal subject pronouns (including *Vd.* and *Vds.*) preceding the verb; (c) with the personal pronouns followed by the proper form of *mismo*, both placed after the verb.

F. — Have the personal subject pronouns *tú*, *Vd.*, *Vds.*, *vosotros*, followed by the proper persons of the present indicative of the verbs of the following phrases, and translate: 1. Comer pescado. 2. Ir a la fonda. 3. Dar¹ una propina al mozo. 4. Partir para el campo. 5. Desear helado. 6. Comprar una manzana y una pera. 7. Vender queso y fruta.

66. Review Exercise (especially Lessons V–VII)

1. Mr. John Lopez and Mr. Joseph Perez live in the same house.
2. They are also members of the same family. 3. They are cousins.
4. John's father, Mr. Henry Lopez, is the brother of Joseph's mother, Mrs. Maria Perez. 5. Each² day they eat at the same restaurant. 6. One day a friend, Mr. Paul Gonzalez, speaks to John and to Joseph when they leave³ the store.

PAUL.⁴ — Good morning, gentlemen! How are you?

JOHN.⁴ — Very well, thanks, Paul.

PAUL (*to the cousins*). — Where are you going? Are you going to a restaurant?

JOHN. — Yes, we are going to the restaurant which is⁵ near the school.

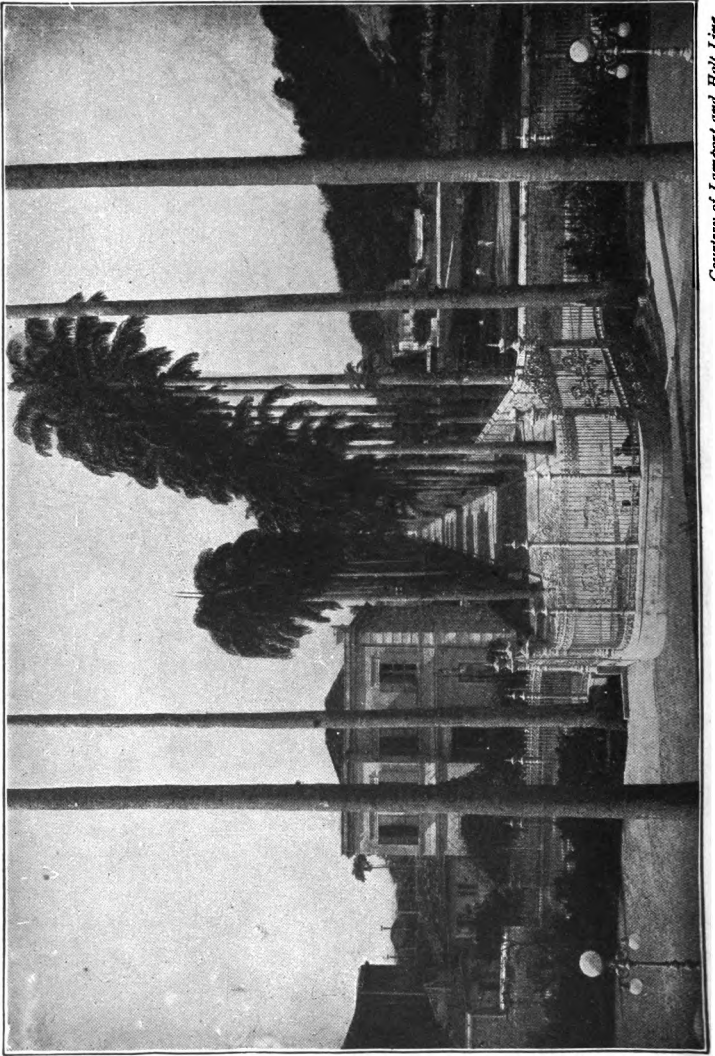
¹ The present indicative of *dar*, *to give*, is regular except in the first person singular *doy*, *I give*, *das*, *da*, *damos*, *dais*, *dan*. For the full conjugation see § 318.

² *Each* is translated by *cada* which is invariable.

³ Replace by "depart from."

⁴ Supply *Don*.

⁵ Use *está* because here it expresses place.



PALM-LINED STREET, RIO DE JANEIRO, BRAZIL

Courtesy of Lamport and Holt Line.

PAUL. — Do the waiters speak Spanish?

JOSEPH. — Yes, each waiter speaks Spanish, French, English and German.

PAUL. — I am going to enter with you, but I do not wish anything.

(They arrive and enter [into] the restaurant.)

PAUL *to* JOHN. — Why do you go to a table near the kitchen?

JOHN. — We always go to the same table because Joseph and I always want the same waiter. (The waiter arrives and speaks to the gentlemen.)

THE WAITER. — Good morning, gentlemen. What do you wish to eat? Soup, fish, vegetables, meat, dessert, cheese and fruit?

JOSEPH *to* JOHN *and* PAUL. — Gentlemen, what are we going to eat? John and I wish soup, fish, meat and vegetables. Don't you wish anything, Paul?

PAUL. — No, thanks; I do not wish to eat.

THE WAITER *to* PAUL. — Do you wish to drink something?

PAUL. — I am going to drink a glass of water.

THE WAITER. — Are you going to drink neither coffee, nor milk, nor beer, nor wine?

PAUL. — I never drink wine nor beer. I never drink anything¹ but water. I live a simple life² and I do not eat much either.³

THE WAITER. — Very well. (To the cousins.) And afterwards, gentlemen, are you going to take a¹ dessert?

JOSEPH. — Yes, I wish fruit, cheese and ice-cream.

JOHN. — What fruit⁴ have you?

THE WAITER. — I believe that there are grapes, apples and pears.

JOHN. — Have you no strawberries?

THE WAITER. — I think not.

(Paul drinks a glass of water. The cousins eat soup, fish and

¹ Omit.

² See § 52.

³ Say "simply."

⁴ Use the plural.

meat with vegetables; for dessert, they take ice cream, cheese and fruit, a pear, an apple, grapes, strawberries; they drink milk and coffee. The gentlemen depart, and Joseph and John give a tip to the waiter.)

JOHN to PAUL. — Are you not going to give anything to the waiter?

PAUL. — No, sir. When I go to a restaurant, I never take anything but a glass of water or of milk and I never give anything to waiters.¹

LESSON VIII

Qualifying Adjectives — Apocopation or Loss of the Final Vowel

67. **Position.** — Spanish qualifying adjectives generally follow the noun they modify.

Un hombre rico, a rich man.

68. Many adjectives may precede or follow their noun, but a few have a different meaning according to their position.

un hombre pobre,	<i>a poor (indigent) man.</i>
un pobre hombre,	<i>a poor (unfortunate) man.</i>
un hombre grande,	<i>a large man.</i>
un gran hombre,	<i>a great man.</i>

NOTES. 1. The adjective **grande**, referring to size, regularly stands after the noun. Meaning *great, grand*, it precedes the noun and is usually spelled **gran** before a singular noun of either gender.

2. The following adjectives lose their final **o** when they immediately precede a masculine singular noun:

bueno, good.	ninguno, no, not any.
malo, bad.	primero, first.
uno, one.	tercero, third.
alguno, some, any.	postrero, last.

¹ Nouns used in a general sense are preceded by the definite article in Spanish.

un buen maestro,	<i>a good teacher.</i>
un mal hombre,	<i>a bad man.</i>
el primer día del mes,	<i>the first day of the month.</i>

3. **Santo**, *saint*, usually becomes **San** before the masculine name of a saint.

San Juan, *Saint John.*

San Pablo, *Saint Paul.*

NOTE. Saint James, the patron saint of Spain, is **Santiago** (from **Santo Iago**.)

4. **Ciento**, *hundred*, becomes **cien** before a noun it multiplies, even if an adjective intervenes, but the full form **ciento** is used in numerals above one hundred.

cien hombres,	<i>one hundred men.</i>
cien buenos hombres,	<i>one hundred good men.</i>
ciento cinco,	<i>one hundred and five.</i>

69. Agreement. Spanish adjectives agree in gender and number with the nouns they qualify.

70. Formation of the Feminine. — Most adjectives end in **o**. These change final **o** to **a** to form the feminine.

Un hombre bueno, *a good man.*

Una mujer buena, *a good woman.*

71. Adjectives that end in any other letter than o have the same form in both genders.

un hombre feliz,	<i>a happy man.</i>
una mujer feliz,	<i>a happy woman.</i>
un hombre inteligente,	<i>an intelligent man.</i>
una mujer inteligente,	<i>an intelligent woman.</i>

EXCEPTION. Adjectives denoting nationality and ending in a consonant add **a** to the masculine to form the feminine.

español (m.), **española** (f.), *Spanish.*

alemán (m.), **alemana** (f.), *German.*

inglés (m.), **inglesa** (f.), *English.*

72. Formation of the Plural. — Adjectives form the plural in the same manner as nouns of similar endings. (See § 30.)

bueno (m.), buenos, } *good.*
 buena (f.), buenas, }
 inteligente, inteligentes, *intelligent.*
 feliz, felices, *happy.*

73. The adjective must be in the masculine plural when it qualifies two or more nouns of different genders.

El padre y el hijo son ricos. *The father and the son are rich.*
 Juan, María y Carmen son buenos. *John, Mary and Carmen are good.*
 María y Carmen son buenas. *Mary and Carmen are good.*

74.

Vocabulary

Nouns

MASCULINE	FEMININE
ejercicio, <i>exercise.</i>	seda, <i>silk.</i>
error, <i>mistake.</i>	
paño, <i>cloth.</i>	VERBS
piso, <i>floor, story.</i>	hallar, <i>to find.</i>
vestido, <i>dress.</i>	señalar, <i>to mark, point out.</i>
	ser, <i>to be.</i>

Adjectives

MASCULINE		FEMININE
ciento, <i>one hundred.</i>		cinco, <i>five.</i>
alguno	<i>some, any</i>	alguna
americano	<i>American</i>	americana
aplicado	<i>diligent</i>	aplicada
azul	<i>blue</i>	azul
blanco	<i>white</i>	blanca
claro	<i>clear, light</i>	clara
elegante	<i>elegant</i>	elegante
hermoso	<i>handsome</i>	hermosa
inteligente	<i>intelligent, bright</i>	inteligente
mucho	<i>much, many</i>	mucha
negro	<i>black</i>	negra

nuevo	<i>new</i>	nueva
perezoso	<i>lazy</i>	perezosa
pobre	<i>poor</i>	pobre
poco	<i>little, few</i>	poca
primero	<i>first</i>	primera
rico	<i>rich</i>	rica
rojo	<i>red</i>	roja
santo	<i>saint, holy</i>	santa
tercero	<i>third</i>	tercera

75.

Exercises

A. — 1. Juan, Pablo, María y Luisa viven en Santa Bárbara, pero estudian en San Francisco. 2. Juan es un buen muchacho, María es una buena muchacha; ellos son buenos e¹ inteligentes. 3. Luisa es también una buena discípula; es aplicada pero no es inteligente. 4. Pablo es un mal discípulo. 5. Es inteligente pero muy perezoso. 6. No aprende ninguna lección; no aprende nada. 7. No escribe ningún ejercicio; no escribe nada. 8. Es un mal muchacho; es muy malo. 9. Juan y María son muy buenos discípulos. 10. Son discípulos de la clase de inglés. 11. Las lecciones de español son fáciles. 12. Las lecciones de inglés son muy difíciles. 13. El inglés es difícil, el español es fácil. 14. La escuela donde estudian los niños es un edificio grande y hermoso. 15. Los cuartos son grandes y claros. 16. Hay muchos discípulos en la escuela, cien muchachos y ciento cinco muchachas. 17. ¿Hay algún mal discípulo? 18. Todos no son buenos.

B. — 1. Ninguna discípula es muy mala. 2. Las muchachas son siempre aplicadas; nunca son perezosas. 3. Luisa no es española; es americana; es muy rica y muy elegante; tiene un vestido de seda azul; tiene siempre vestidos nuevos.

¹ The conjunction *y*, *and*, is changed to *e* before *i* and *hi*.

4. María es una muchacha pobre; es muy hermosa, pero no tiene ningún vestido nuevo; tiene un mal vestido de paño negro. 5. La sala de clase donde María y Luisa estudian está en el primer piso. 6. Es un buen cuarto, claro y grande. 7. Ellas escriben los ejercicios en papel blanco con tinta azul o tinta negra. 8. La maestra señala los errores con tinta roja. 9. Pero halla pocos errores. 10. El cuarto de Juan está en el tercer piso. 11. Juan escribe el ejercicio en un libro grande. 12. El maestro lee el ejercicio y no halla ningún error. 13. Juan estudia mucho porque algún día espera ser un gran hombre. 14. Un hombre grande no es siempre un gran hombre.

C. — *Answer the following questions:* ¿Dónde viven los muchachos? ¿Dónde estudian? ¿Quiénes son buenos discípulos? ¿Qué estudian ellos? ¿Qué lecciones son fáciles? ¿Qué lecciones son difíciles? ¿Las muchachas de la escuela son buenas o malas? ¿Qué es Luisa? ¿Qué tiene ella? ¿Qué es María? ¿Qué tiene ella? ¿Dónde está la sala de clase de María? ¿Quién señala los errores en los ejercicios? ¿Con qué? ¿Por qué estudia Juan mucho?

D. — *Add two adjectives to each of the following nouns:* un vestido; el discípulo; la muchacha; los ejercicios; una casa; la escuela; las lecciones; un papel; la tinta; los hermanos; una amiga; el paño.

E. — *Replace the dashes by the proper form of the italicized adjective at the head of each paragraph.*

Bueno. Un — discípulo; un discípulo —; una — discípula; un discípulo — y aplicado; unos — discípulos; unas — discípulas; el hombre y la mujer son —; los hombres son —; las mujeres son —; los hombres y las mujeres son —.

Malo. Un — hombre; un hombre —; una — madre; un discípulo — y perezoso; unos — niños; unas — niñas; el padre y el hijo no son —; la madre y el hijo no son —; la madre y la hija no son —.

Alguno. ¿Hay — error en el ejercicio? Tienen — amigos. Tiene — flores. — muchachos no estudian. — lenguas son difíciles. ¿Tiene — discípulo el libro? El maestro desea — discípulos. Deseo viajar por Europa — día. ¿Tienes — dinero?

Ninguno. No hay — error en el ejercicio. — muchacho es aplicado. — muchacha es perezosa. No tiene — libros. ¿No hay — escuela aquí? No tienen — dinero. No hay — tinta en el tintero. No escribe — ejercicios. No estudian — lecciones.

Primero. El — libro; el libro —; la — lección; los — días; las — flores.

Tercero. El — discípulo; la — discípula; el discípulo —.

*Postrero.*¹ El — día; el día —; la — casa.

Grande. Un — día; un cuarto —; unos mapas —; unas salas —; un — edificio; hombres y mujeres —.

Santo. — José; — María.

Ciento. — casas; — dos días.

Inteligente. Un maestro —; una maestra —; los maestros son —; las maestras son —; el maestro y la maestra son —.

F. — *Complete the following sentences by adding an appropriate adjective:* 1. El hombre y la mujer son . . . 2. El vestido y el sombrero de María son . . . 3. ¿Son las mesas y las sillas . . .? 4. El comedor y la cocina son . . . 5. El abuelo y el padre de Pablo son . . . 6. La hermana y la prima de Luisa son . . . 7. La lección y el ejercicio son . . . 8. El papel y la tinta son . . . 9. El paño y la seda son . . .

G. — *Replace the singular by the plural and vice versa:* 1. Los cuartos de las escuelas son grandes y claros. 2. La maestra es inteligente y buena. 3. ¿Son los ejercicios fáciles o difíciles? 4. La mujer compra un sombrero negro. 5. Las sedas francesas son caras pero buenas. 6. El paño inglés es caro pero bueno. 7. Hay en los jardines unas flores muy hermosas. 8. Doy un premio al discípulo aplicado.

¹ *Postrero* (-a) is not much used; *último* (-a) is preferred.

LESSON IX

Comparison of Adjectives and Adverbs

76. **Comparative of inequality.** (Superiority or Inferiority).
— The comparative is obtained by placing **más**, *more*, or **menos**, *less*, before the adjective.

caro , <i>dear</i> .	más caro , <i>dearer</i> .
	menos caro , <i>less dear</i> .

77. The following four adjectives, in addition to the regular comparative, have an irregular one, derived from the Latin:

bueno , <i>good</i> .	mejor , <i>better</i> .
malo , <i>bad</i> .	peor , <i>worse</i> .
grande , <i>large</i> .	mayor , <i>larger, older</i> .
pequeño , <i>small</i> .	menor , <i>smaller, younger</i> .

78. The comparative of adverbs¹ is formed like that of adjectives. Usually the comparative and superlative are the same in form.

recientemente , <i>recently</i> .	más recientemente , <i>more or most recently</i> .
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79. The following four adverbs have an irregular comparative:

mucho , <i>much</i> .	más , <i>more or most</i> .
poco , <i>little</i> .	menos , <i>less or least</i> .
bien , <i>well</i> .	mejor , <i>better or best</i> .
mal , <i>badly</i> .	peor , <i>worse or worst</i> .

NOTE. **Más bien** means *rather*.

Es indiscreto más bien que malo.	<i>He is indiscreet rather than bad.</i>
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¹ See note, bottom of page 32.

80. The conjunction *than* is translated:

1. By *que* in ordinary comparison when both members have the same quality though in varying degree.

Un hermano es más rico que el otro. *One brother is richer than the other.*

2. By *de* before numerals or numeral expressions in affirmative sentences. In negative sentences dealing with numerals, *que* is preferred.

Tengo más de mil libros. *I have more than a thousand books.*
No tengo más que tres. *I have not more than three (or I have only three).*

3. By *del que, de la que, de los que, de las que* when the comparison is with a noun of the main clause.

Tiene más libros de los que necesita. *He has more books than he needs.*

Vende más mercancías de las que Vds. venden. *He sells more merchandise than you sell.*

4. By *de lo que* when the comparison is with a phrase, sentence or idea expressed in the first clause.

Son más ricos de lo que creemos. *They are richer than we think.*

81. **Comparative of equality.** — Is expressed in English by *as . . . as* and is rendered in Spanish by *tan . . . como* when the comparison is between adjectives or adverbs.

Juan es tan rico como María. *John is as rich as Mary.*

Juan toca el piano tan bien como María. *John plays the piano as well as Mary.*

82. When the comparison is between nouns it is expressed by *tanto . . . como, as much as, as many as*. The *tanto* agrees in gender and number with the noun; *como* remains invariable.

- Juan tiene tantos libros como María. *John has as many books as Mary.*
 Hay tantas mujeres como hombres. *There are as many women as men.*

83. The Superlative. — It is either relative or absolute. The relative superlative is formed by placing the definite article before the comparative form of the adjective. Instead of the article, a possessive adjective may be used.

rico, rich; más rico, richer; el más rico, the richest.
bueno, good; mejor, better; el mejor, the best.
su mejor amigo, his best friend.

84. The position of the superlative is the same as that of the positive adjective. When it follows the noun, the article or the possessive adjective is used only once and precedes the noun.

La calle más ancha de la ciudad. The widest street in the city.
El hombre más rico del mundo. The richest man in the world.

NOTE. After a superlative adjective, the English preposition *in* is usually translated by *de*.

85. Correlative *the . . . the* is translated by *cuanto . . . , . . .* or by *mientras . . . , . . .*

Cuanto más trabaja, más gana. The more he works, the more he earns.
Mientras más estudia, más aprende. The more he studies, the more he learns.

86. Absolute Superlative. — This is formed by placing before the adjective some adverb such as *muy, very, sumamente, extremely*; or by adding to the adjective the suffix *-ísimo* which is inflected as an adjective ending in *-o* (see

§ 70-72). If the adjective has a written accent in its positive form, it is dropped.

fácil, easy; muy fácil or facilísimo, very easy.

NOTE. The ending *-ísimo* takes the place of a final vowel or diphthong or is added directly to an adjective whose last letter is a consonant.

87.

Exercises¹

A. — 1. Una señora entra en una tienda para² comprar ropa para los niños. 2. Tiene dos hijos. 3. El mayor necesita un abrigo, un sombrero y un par de guantes. 4. El menor necesita cuellos, corbatas y zapatos. 5. La tienda tiene un surtido muy grande. 6. El surtido es de mejor calidad y los precios son más módicos que en las otras tiendas de la ciudad. 7. En muchas tiendas desean sacar más dinero del que vale la mercancía, especialmente cuando creen que el comprador es extranjero. 8. Pero aquí es inútil regatear, pues tienen un precio fijo.

EL DEPENDIENTE. — ¡Buenas tardes, señora! ¿Qué desea Vd.?

LA SEÑORA. — Deseo comprar ropa para los niños. Deseo primero un abrigo para el mayor.

EL DEPENDIENTE. — Aquí hay dos: uno de color claro que es baratísimo y muy bueno³; el oscuro es más caro pero también es más elegante y de mejor calidad.

LA SEÑORA. — No; es más de lo que deseo pagar. ¿No tiene Vd. uno menos caro?

¹ From now on, special vocabularies will be dispensed with. For new words, see General Vocabulary at the end of the book.

² *Para* before an infinitive expresses purpose, "in order to." See p. 28, footnote 2.

³ Or *bonísimo* (instead of *buenísimo*).

EL DEPENDIENTE. — Sí, señora, aquí tengo uno. No es tan bueno como el otro, pero es más barato.

B. — 1. Pedro y Luisa son hermanos. 2. Aunque ella es menor que él, es más alta. 3. El es el mejor discípulo de la clase. 4. Recibe las notas más altas. 5. Luisa es tan aplicada como él. 6. Ella no es menos inteligente que él. 7. Pero trabaja menos porque no tiene tantas horas de estudio como él. 8. El tiene más de cinco horas y ella no tiene más que tres. 9. Ella también recibe notas altísimas pero no las más altas. 10. El toca bien el piano, pero ella toca mejor. 11. Ellos estudian mucho, pero deben estudiar más. 12. Cuanto más estudian, más aprenden.

C. — *Prepare a classified list of all the new words in texts A and B, following this order: (1) masculine nouns; (2) feminine nouns; (3) adjectives; (4) verbs of the first conjugation; (5) of the second; (6) of the third; and finally (7) miscellaneous.*

D. *Answer the following questions based on A.: ¿Quién entra en la tienda? ¿Para qué entra? ¿Qué necesita el hijo mayor? ¿El menor? ¿Qué tiene la tienda? ¿Cómo es el surtido de la tienda? ¿Cómo son los precios? ¿Por qué es inútil regatear aquí? ¿Por qué no compra la señora el primer abrigo?*

Based on B.: ¿Qué son Pedro y Luisa? ¿Quién es menor? ¿Quién es mayor? ¿Quién recibe notas más altas, él o ella? ¿Por qué trabaja Luisa menos que Pedro? ¿Quién toca el piano? ¿Quién toca mejor? ¿Por qué deben estudiar más?

E. — 1. *Give the comparatives of rico, santo, aplicada, feliz, felices, inteligente, bueno and grande.* 2. *Give their superlatives (relative and absolute).*

F. — 1. *Give the feminines of claro, fácil, difícil, feliz, grande and rico.* 2. *Form adverbs from them.* 3. *Give the comparatives and superlatives of adverbs thus formed.*

G. — *Replace the dashes by the proper connecting word:* 1. La tienda de Pérez tiene un surtido más grande — la tienda de García. 2. Pérez tiene más — veinte dependientes. 3. García no tiene más — cinco. 4. Ellos venden más sombreros de los — Vds. creen. 5. Tengo menos dinero — el vecino. 6. El es más rico — yo, pero no tiene tantos amigos — yo. 7. Hay tantas hijas — hijos en la familia. 8. No es tan rico — Vd. 9. Es el comerciante más rico — la ciudad. 10. Son los comerciantes más ricos — el país.

H. — *Replace the dashes by the proper words:* 1. El hombre es — pobre que la mujer. 2. Pablo es — perezoso como Juan. 3. Tienen más dinero — Vd. cree. 4. En el jardín hay más flores — Vds. creen. 5. No toco el piano — bien como Vd. 6. Ella es menos inteligente — Vd. 7. Ella es menos inteligente — Vd. cree. 8. Marzo tiene — días como enero. 9. Febrero tiene — días que marzo. 10. — más dinero tienen, más desean.

88. Review Exercises (*especially Lessons VIII-IX.*)

A. — 1. Paul and Louisa live in the same house, but do not go to the same school. 2. They talk of the large schools of the city, the light classrooms, the good teachers, the lazy and diligent pupils, the easy lessons and the difficult exercises. 3. Louisa talks to Paul. 4. Is Henry a good pupil, Paul? 5. Is the teacher a good man? 6. Do you study¹ well? 7. Do you learn any lesson? 8. Do you write any exercise? 9. Does the teacher mark the pupils' exercises with blue or red ink? 10. Does he find any mistake in the exercises which you write? 11. Is there any diligent boy in the class? 12. Is Henry a² better pupil than you? 13. Is he as diligent and bright as John? 14. Is he the best pupil in the school? 15. Do you receive very high marks? 16. Does Henry

¹ Children are expected to use the familiar form *tú* when addressing each other.

² Omit the indefinite article before a predicate.

receive higher marks than you? 17. Do you receive the highest marks?

B. — 1. Paul, do you learn Spanish and do you play the piano? 2. Has Henry more hours of study every day¹ than you? 3. Has he many Spanish books? 4. Has he any English book? 5. Has he more than one² hundred books? 6. Has he more than you? 7. Are there many classrooms in the new school on³ St. Mary's street⁴? 8. Are there many on³ the first floor? 9. Are there more girls than boys? 10. Are there as many boys as girls? 11. Are there fewer boys than girls? 12. In the school where I go, there is a restaurant on³ the top⁵ floor. 13. Is there any restaurant in the school where you go? 14. Is there a third floor?

C. — 1. Paul answers Louise. 2. I always study. 3. I work many hours every day.¹ 4. I work more than the teacher believes. 5. I write all the exercises and learn all the lessons which he gives. 6. The teacher finds no mistake in the exercises that I write. 7. I have more than one hundred books, and when I do not study or write, I read. 8. We learn Spanish and English. 9. The Spanish lesson⁶ is easy to-day. 10. Spanish lessons are easier than English lessons. 11. All the pupils think so. 12. The more we study, the more we learn. 13. We work more than you believe. 14. Many pupils receive high marks, but I receive the highest in the whole school.⁷ 15. I play the piano; I think that I play the piano as well as you.

D. — 1. But, Louisa, is Maria a good pupil? 2. Is she not lazy? 3. Is she as diligent as you? 4. Is she a⁸ better student than you? 5. Do you receive higher marks than she? 6. Is she the best pupil in the whole class? 7. Have⁹ the girls a good teacher (*f.*)? 8. Is

¹ Say "all the days."

³ Use *en*.

⁵ Replace by "last."

⁷ Replace by "of all the school."

⁹ **Tener** is never followed by personal *a* (see § 54).

² Omitted before hundred.

⁴ Say "the street Saint-Mary."

⁶ Say "the lesson of Spanish."

⁸ Omit.

she a bright woman? 9. Is she an English or an American lady? 10. Does she find many mistakes in Maria's exercises? 11. Are Henry and Maria diligent? 12. They are lazy, very lazy. 13. They are the laziest and the worst pupils in all the schools of the city. 14. They never study, they never read any book, they never work, they never write any exercise, they never learn any lesson. 15. But they are always very elegant. 16. They have always new clothes. 17. Mary's mother and aunt are Spanish ladies; they are very beautiful. 18. Henry's parents live in St. Paul. 19. They are very rich. 20. They have the largest store in the city. 21. But they are not happy because Henry is a bad boy. 22. He has few friends; he has fewer friends than he believes; he has no friend. 23. The more he goes to school, the less he learns. 24. To-day every boy is¹ happy because there is no school; it is St. James' day.²

E. — 1. John's mother and aunt go to Mr.³ Perez' store. 2. It is the largest in the city. 3. Mr. Perez is a big man and a great man. 4. He has many clerks and sells clothing of all kinds⁴ and colors, light and dark, silk and cloth dresses,⁵ overcoats, hats, shoes, gloves, collars and neckties. 5. He has a good stock; he has a larger stock and sells at more moderate prices than other stores. 6. Many customers wish to buy everything for less money than the goods are worth, and many stores sell at higher prices than the customers wish to pay. 7. But few, very few customers, bargain at Mr. Perez' store, because he has fixed prices and because the customers believe that Mr. Perez' stock is of better quality and is worth more money than in the other stores. 8. A clerk receives the ladies when they arrive. 9. They wish to buy clothes for John and Henry. 10. Henry is the younger brother, but he is as tall as the elder.

¹ Say "All the boys are."

² Say "the day of Saint James."

³ See § 62, f. 2.

⁴ Use *clase*.

⁵ See § 34.

F. — THE CLERK. — Good afternoon, ladies. What do you wish to buy? Do you wish to buy clothing, dresses or gloves for yourselves¹ or hats or shoes for the children?

JOHN'S MOTHER. — Here I have two sons who need shoes. Have you cheap but good shoes for boys?

THE CLERK. — First I have here a pair of shoes for the younger. They are very good but also very expensive. But boys² need very good shoes. Expensive shoes² are always of better quality. Is it more than you wish to pay?

THE MOTHER. — I am not going to bargain. I wish to buy good shoes at a more moderate price. You wish to get more money than the shoes are worth, especially when you think that the customers are strangers.

THE CLERK. — No, madam. We sell everything at fixed prices, but here we do not sell cheap shoes. The pair which I have here is less expensive, but is not so good as the first.

THE MOTHER. — Then good afternoon, sir. We are not going to buy anything. (And the ladies and the children depart and go to another store.)

LESSON X

Participles

89. Present Participle. — To form the present participle, regular verbs of the first conjugation add **-ando** to the stem of the infinitive. Those of the second and third conjugations add **-iendo** to the stem. The present participle never changes its form.

comprar, to buy.

vender, to sell.

vivir, to live.

comprando, buying.

vendiendo, selling.

viviendo, living.

¹ Say "you."

² See note, bottom p. 42.

90. Past Participle. — Regular verbs of the first conjugation form the past participle by adding **-ado** to the stem of the infinitive. Those of the second and third conjugations add **-ido** to the stem.

comprar, to buy.

vender, to sell.

vivir, to live.

comprado, bought.

vendido, sold.

vivido, lived.

NOTE. — **Escribir, to write,** is a regular verb in every respect except that it has an irregular past participle: **escrito, written.**

Haber and Tener

91. There are two verbs in Spanish that mean *to have*, **haber** and **tener**. Both are irregular and both are used idiomatically in a number of ways.

Haber is chiefly used as an auxiliary verb in the formation of compound tenses with the past participles of verbs to be conjugated. **Tener** is used chiefly as an active verb to express possession or ownership.

92. Present Indicative of Haber and Tener

Haber

he, I have (auxiliary).

has, you have.

**ha, he, she, it has, you (Vd.)
have.**

hemos, we have.

habéis, you have.

han, they have, you (Vds.) have.

Tener

tengo, I have (possession).

tienes, you have.

**tiene; he, she, it has, you (Vd.)
have.**

tenemos, we have.

tenéis, you have.

tienen, they have, you (Vds.) have.

93. The present perfect (or perfect tense or past indefinite) is a compound tense formed from the present indicative of **haber** and the past participle of the verb to be conjugated.

When so used, the past participle does not change its form and always ends in *o*. The use of this tense corresponds to that of the English present perfect.

PRESENT PERFECT

I have bought, etc.

he comprado

has comprado

ha comprado

hemos comprado

habéis comprado

han comprado

94. **Points of the Compass.** — Are as follows:

el norte, *north*.

el sur *or* sud, *south*.

el este, *east*.

el oeste, *west*.

el nordeste, *northeast*.

el sudeste, *southeast*.

el noroeste, *northwest*.

el suroeste, *southwest*.

NOTE. They are all masculine.

95.

Exercises

A. — 1. Pedro Navarro es viajante de comercio. 2. Ha viajado en todas partes del mundo, representando casas de comercio. 3. Ahora representa una casa de zapatos. 4. Recientemente ha regresado de un viaje a la América del Sur. 5. Durante el viaje ha visitado a los comerciantes de las ciudades de Sud América. 6. Ha pasado un año viajando por el continente, de norte a sur y de este a oeste, cruzando ríos y montañas, parando solamente en las ciudades principales, presentando muestras en todas las tiendas importantes, y viviendo siempre en grandes hoteles. 7. Los comerciantes de Venezuela y Colombia han comprado poco, pero en los otros países, Navarro ha vendido mucho. 8. Muchos comerciantes no han necesitado nada ahora, pero han prometido comprar en el próximo viaje de Navarro.

B. — Write the classified list of all new words in text A (see directions, § 87, C).

C. — Answer the following questions: ¿Qué es Pedro Navarro? ¿De dónde ha regresado él recientemente? ¿A quién ha visitado? ¿Dónde ha vivido en Sud América? ¿Qué ha cruzado? ¿Quiénes han comprado poco? ¿Dónde ha vendido Navarro mucho? ¿Qué han prometido muchos comerciantes?

D. — Identify all the present and past participles in A.

E. — Replace the third person by the first person singular, the first plural and the third plural in sentences 2, 3, 4, 5 and 6 of A.

F. — Identify the following verbal forms: llegando, tenido, recibiendo, habiendo, vivido, entrado, necesitando, comido, existiendo, escrito.

G. — Give (a) the present participle; (b) the past participle of the following verbs: contestar, leer, partir, aprender, desear, beber, tomar, escribir.

H. — Conjugate the verbs in the following sentences in all the persons (a) of the present indicative; (b) of the present perfect: Hablar español. Creer que sí. Escribir una carta.

I. — Replace the dashes by the proper forms of haber or tener as required by the context: 1. Los discípulos no — aprendido nada. 2. Los tíos de Carmen — una casa en el campo. 3. Yo no — visitado a nadie cuando — parado en Buenos Aires. 4. Vd. — buenos amigos. 5. María — un vestido de seda negra. 6. Juan — recibido una carta del maestro. 7. ¿— viajado Vds. en la América del Sur? 8. ¿— Sud América muchos comerciantes?

J. — Replace the affirmative form (a) by the interrogative; (b) by the negative: 1. Navarro representa una casa de comercio. 2. Yo tengo primos ricos. 3. El comerciante ha vendido todo el surtido. 4. Vds. tienen una tienda aquí. 5. Juan y Pablo han estudiado la lección. 6. Vd. ha escrito muchas cartas.

96. Review Exercise (*especially Lessons VIII-X.*)

1. Mr.¹ Navarro and Mr. Gonzalez are commercial travelers and are very good friends. 2. They have traveled for the same commercial house during many years and have visited all the countries of the world, showing samples and selling goods. 3. They have crossed all the continents, all the highest mountains, many seas and the largest rivers. 4. They have stopped in all the cities, small and large, have lived in all the best hotels and have spent many years traveling in all parts of the world, from north to south, from south to north, from east to west and from west to east. 5. They have shown samples in all the big stores of the world and have sold goods to all the dealers, poor and rich. 6. Mr. Navarro, having promised to visit Mr. Gonzalez, arrives at the hotel where the other gentleman lives.

MR. GONZALEZ. — Good morning, Mr. Navarro. How are you? — Very well, thanks; and you? — Very well. What commercial house do you represent now? — I represent the largest shoe-house in the world. — What country have you visited lately? — A friend and I have visited all the principal cities of South America, traveling for² one year through the continent from the northeast to the southwest, from the southwest to the northwest, from the northwest to the southeast, always showing samples and selling goods. — When have you returned? I have received no letter from you for³ some time. — I have returned recently and I have had no time to⁴ write letters. — Have you sold many shoes? — We have sold few in Colombia, none in Venezuela, but many in the other countries of South America. — Why have dealers in Venezuela not bought shoes? Don't they need shoes? — They need shoes, but they wish cheap shoes. We have promised all the dealers to have samples of cheaper shoes on⁴ the next trip and they have promised to buy many.

Mr. Navarro, promising to write a letter to Mr. Gonzalez during the next trip, departs from the hotel.

¹ See 62, f. 2.

² Use *por*.

³ Use *en*.

⁴ Use *para*.

97.

Reading Lesson

LOS PAÍSES — LAS LENGUAS

Los principales países de Europa son: la¹ Gran Bretaña, Francia, España, Portugal, Italia, Alemania, Bélgica, Holanda, Suiza, Escandinavia (Suecia, Noruega y Dinamarca), Rusia, Austria-Hungría, Turquía, Grecia, Montenegro, Bulgaria, Servia y Rumania. De los países nombrados, cinco son imperios, tres son repúblicas, uno es un principado y los otros son reinos.

En América los países principales son: los Estados Unidos, el Canadá y Méjico en la América del Norte, y en la América del Sur, la Argentina, el Brasil, el Uruguay, Chile, el Perú, Colombia y Venezuela. En la América entera todos los países son repúblicas con una excepción, el Canadá, que es un dominio y es una posesión de la Gran Bretaña.

Los otros países importantes del mundo son: la India, Persia, Siberia, la China y el Japón en Asia; el Egipto, Marruecos, y la Colonia del Cabo en África, y Australia en Oceanía.

Las lenguas principales del mundo son el inglés que hablan en la Gran Bretaña, en el Canadá, en los Estados Unidos y en Australia; el español que hablan en España, en Méjico y en todas las repúblicas de Sud América con excepción del Brasil; el portugués que hablan en Portugal y en el Brasil; el francés que hablan en Francia; el alemán que hablan en Alemania; el italiano, en Italia; el ruso, en Rusia; el chino, en China y el japonés en el Japón.

¹ Usage varies with regard to the use of the definite article with the names of countries. It may be used or omitted, though generally omitted when the noun is governed by a preposition. Some names of countries require the article even when governed by a preposition; for example, **en los Estados Unidos**, **en el Brasil**.



LESSON XI

Uses of *Haber* and *Tener* (Concluded)

98. Use of **Haber**. — 1. As has been said in § 91, the principal use of **haber** is as an auxiliary to form compound tenses.

Vd. **ha estudiado la lección.** *You have studied the lesson.*

2. **Haber** is used in the third person singular only as an impersonal verb, throughout all modes and tenses, with the meaning of *there be*. In the present indicative of **haber** used impersonally, the form used is **hay** instead of **ha** (see § 92).

Hay un hombre en la casa. *There is a man in the house.*

Hay hombres en la casa. *There are men in the house.*

3. **Haber**, followed by **de** and an infinitive, expresses futurity or a mild obligation. It is then the equivalent of the English *to have to, to be to*.

Vds. **han de comprar.** *You have to buy.*

Hemos de comer hoy en la casa de Pablo. *We are to dine to-day at Paul's.*

4. **Haber**, followed by **que** and an infinitive, denotes necessity or obligation, but it is used only impersonally.

Hay que comprar. *It is necessary to buy.*

99. Use of **Tener**. — 1. The chief use of **tener**, as has been said in § 91, is as an active verb to indicate possession or ownership.

Vd. **tiene un libro.** *You have a book.*

2. **Tener**, followed by **que** and an infinitive, expresses obligation or compulsion. The same idea may sometimes be ex-

pressed by **haber de** and the infinitive (see § 98, 3), but **tener que** denotes a stronger obligation and may be translated by *must*.

Tengo que estudiar. *I must study.*

NOTE. Duty or moral obligation is expressed by the regular verb **deber** and an infinitive.

Vds. deben estudiar. *You ought to study.*

3. **Tener** is used idiomatically with certain nouns denoting desire or sensation, which are expressed in English by the verb *to be* and an adjective.

tener hambre, to be hungry.

tener sed, to be thirsty.

tener calor, to be warm.

tener frío, to be cold.

tener miedo, to be afraid.

tener paciencia, to be patient.

tener razón, to be right.

no tener razón, to be wrong.

tener salud, to be in good health.

tener sueño, to be sleepy.

tener vergüenza, to be ashamed.

NOTE. Instead of a noun denoting desire, the infinitive after the phrase **tener ganas de**, *to be desirous of, to have a mind to, to feel like . . .*, may express the same idea.

**tengo ganas de comer }
tengo hambre. }**

I am hungry.

**Vd. tiene ganas de dormir }
Vd. tiene sueño. }**

You are sleepy.

4. **Tener** is used to express age.

¿Qué edad tiene Pablo?

How old is Paul?

Tiene veinte años.

He is twenty years old.

100.

Exercises

A. — 1. José tiene quince años. 2. Yo tengo también quince años. 3. Tenemos la misma edad. 4. Deseamos viajar (*or* Tenemos ganas de viajar), pero no viajamos ahora

porque tenemos que estudiar. 5. José ha estudiado hoy y tiene mucho sueño. 6. Yo no he estudiado mucho y no tengo sueño. 7. Cuando hemos trabajado mucho, debemos descansar. 8. Hay que dormir mucho para tener salud. 9. José estudia el inglés. 10. Tiene que estudiar mucho porque el inglés es difícil. 11. Yo estudio el español. 12. Yo no tengo que estudiar tanto, porque el español es más fácil. 13. Pero todos los discípulos deben estudiar y trabajar mucho. 14. Para aprender bien una lengua, hay que tener mucha paciencia. 15. Hay que pasar mucho tiempo hablando, leyendo¹ y escribiendo. 16. No es posible aprender² a³ hablar solamente leyendo,⁴ o aprender a leer escribiendo, o aprender a escribir y leer hablando. 17. ¿No cree Vd. que tengo razón? 18. Creo que Vd. tiene razón. 19. Hoy no estudiamos porque no tenemos ganas de trabajar. 20. ¿No tienen Vds. vergüenza?

B. — *Write the classified list of all new words in text A.*

C. — *Answer the following questions: ¿Qué edad tiene José? ¿Qué desea él? ¿Por qué no viaja ahora? ¿Por qué tiene José sueño? ¿Cuándo debemos descansar? ¿Qué estudia José? ¿Por qué tiene que estudiar mucho? ¿Qué es fácil y qué es difícil? ¿Qué es necesario para aprender una lengua? ¿Cómo hay que pasar mucho tiempo?*

D. — *Reread the Spanish text A, identify every verbal form and explain the various uses of haber and tener.*

E. — *Conjugate in all the persons of (a) the present indicative and (b) the present perfect the italicized verbs in the following expres-*

¹ Unstressed *i* between two vowels becomes *y*. Thus *leyendo* instead of *leiendo*.

² See note 4, bottom page 24.

³ *Aprender* is followed by the preposition *a* when governing another verb in the infinitive.

⁴ The preposition *by* before a present participle is not translated in Spanish.

sions: 1. *Tener* que aprender la lección. 2. *Deber* estudiar. 3. *Tener* hambre y sed. 4. *Estudiar* el español. 5. *Tener* veinte años.

F. — *Explain the difference in meaning between the following expressions:* 1. Vd. ha de viajar. 2. Hay que trabajar. 3. Vds. tienen que dormir. 4. Debemos comer para vivir; no debemos vivir para comer.

G. — *Replace the dashes by the proper word de or que, and translate:* 1. Los discípulos han — escribir todos los ejercicios. 2. Hay — comprar un sombrero. 3. ¿Tiene Vd. — regresar a la ciudad? 4. Hemos — parar aquí. 5. Tengo — pasar mucho tiempo estudiando.

H. — *Replace the present indicative by the present perfect:* 1. José estudia el inglés. 2. Vds. tienen razón. 3. Escribo una carta al maestro. 4. Los discípulos tienen que escribir los ejercicios. 5. No tengo razón. 6. ¿Tiene Carmen miedo? 7. El aprende a hablar español.

LESSON XII

Uses of *Ser* and *Estar*

101. Both verbs *ser* and *estar* correspond to the English *to be*, but they cannot be used interchangeably.

Both are irregular.

102. Present Indicative of *Ser* and *Estar*

Ser	Estar
soy, <i>I am.</i>	estoy, <i>I am.</i>
eres, <i>you are.</i>	estás, <i>you are.</i>
es, <i>he, she, it is; you are.</i>	está, <i>he, she, it is; you are.</i>
somos, <i>we are.</i>	estamos, <i>we are.</i>
sois, <i>you are.</i>	estáis, <i>you are.</i>
son, <i>they are; you are.</i>	están, <i>they are; you are.</i>

103. Uses of *Ser*. — 1. *Ser* is used in connection with what is permanent, inherent or characteristic.

El ¹ hierro es duro.	<i>Iron is hard.</i>
El hielo es frío.	<i>Ice is cold.</i>
Es español. ²	<i>He is a Spaniard.</i>

2. With a pronoun or a predicate noun, whether the condition or quality be permanent or temporary.

¿Quién es él?	<i>Who is he?</i>
Juan es tenedor de libros.	<i>John is a bookkeeper.</i>
Es un buen empleo.	<i>It is a good job.</i>

3. To express ownership, origin or material. It is usually followed by the preposition *de*.

El libro es de la muchacha.	<i>The book is the girl's (literally: of the girl).</i>
El vestido es de seda.	<i>The dress is silk (lit.: of silk).</i>
El vino es de España.	<i>The wine is from Spain.</i>

4. In impersonal expressions:

Es tarde.	<i>It is late.</i>
Es necesario.	<i>It is necessary.</i>
Es imposible.	<i>It is impossible.</i>
Es verdad.	<i>It is true (lit.: truth).</i>

5. It is used with past participles of active verbs to form the passive voice. The past participle in all passive constructions must agree in gender and number with the subject.

El es alabado.	<i>He is praised.</i>
Ella es alabada.	<i>She is praised.</i>
Las lecciones son estudiadas.	<i>The lessons are studied.</i>

¹ The definite article is expressed before a noun used in a general sense to indicate the whole class it names.

² The indefinite article is omitted before a predicate unmodified noun.

NOTE. When *estar* is used with a past participle, the latter partakes more of the nature of an adjective, expressing a state of being or a condition rather than an action. In this case also, the participle must agree in gender and number with the subject. Compare:

El es herido.	<i>He is wounded</i> (by some one).
El está herido.	<i>He is wounded</i> (state of being).

6. To express time:

¿Qué hora es?	<i>What time is it?</i>
Es la una.	<i>It is one o'clock.</i>
Son las cinco.	<i>It is five o'clock.</i>

104. Uses of *Estar*. — 1. *Estar* is used in connection with what is temporary or accidental.

El agua está fría.	<i>The water is cold.</i>
Estoy cansado.	<i>I am tired.</i>
El muchacho está dormido.	<i>The boy is asleep.</i>

2. To indicate place or position, whether it be permanent or temporary.

Madrid está en España.	<i>Madrid is in Spain.</i>
¿Dónde está mi sombrero?	<i>Where is my hat?</i>

3. To denote a state of health.

¿Cómo está Vd.?	<i>How are you?</i>
Estoy bien.	<i>I am well.</i>
La mujer está enferma.	<i>The woman is sick.</i>

4. It is used with present participles to express continued or progressive action. The verb *ser* can never be used in this connection.

Estoy escribiendo. ¹	<i>I am writing.</i>
Está nevando. ²	<i>It is snowing.</i>

¹ The present participles of *ser*, *to be*, *estar*, *to be*, *ir*, *to go*, and *venir*, *to come*, are never used to express progressive action.

Soy (not *estoy siendo*) *alabado*, *I am being praised*.

² Impersonal verbs are formed in Spanish as in English; that is, they are conjugated only in the third person singular.

NOTE 1. Often the same adjective may be used with either *ser* or *estar* according to the shade of meaning the speaker or writer wishes to convey.

La manzana es agria.

The apple is sour (of a kind that is naturally sour).

La manzana está agria.

The apple is sour (unripe).

NOTE 2. — Some adjectives have different meanings according as they are used with *ser* or *estar*. Some of the commonest are:

ser bueno, *to be good.*

estar bueno, *to be well.*

ser malo, *to be bad.*

estar malo, *to be sick.*

ser enfermo, *to be sickly.*

estar enfermo, *to be sick.*

ser cansado, *to be tiresome.*

estar cansado, *to be tired.*

105.

Exercises

A. — 1. Pedro es dependiente de una casa de comercio. 2. Es tenedor de libros de la casa. 3. Tiene que estar en la oficina muy temprano. 4. Hoy es tarde y no ha llegado. 5. Es porque está nevando. 6. Cuando está nevando, los tranvías tienen que andar despacio. 7. La oficina de Pedro está en un edificio grande. 8. Hay muchas oficinas en el edificio. 9. La casa de comercio donde trabaja Pedro es de Valdés y Compañía. 10. Las oficinas están en un piso alto del edificio. 11. Los cuartos son grandes, pero no son claros. 12. Están claros solamente cuando el día está claro. 13. Cuando el día está nublado, es imposible ver bien.

B. — 1. Ricardo y yo somos estudiantes. 2. Somos estudiantes de lenguas. 3. Estamos estudiando porque deseamos viajar. 4. Estamos ahora en la clase de francés. 5. Hay muchos estudiantes en la clase y todos son aplicados. 6. Ricardo y yo también somos aplicados. 7. Todos somos alabados por los maestros. 8. Hoy es domingo y no tenemos que estudiar. 9. El domingo es el día de descanso. 10. Tene-

mos que descansar cuando estamos cansados. 11. El cuarto donde estamos está frío y no tenemos calor. 12. Es porque las ventanas han estado abiertas¹ toda la noche. 13. Cuando las ventanas están cerradas, el cuarto no está frío.

C. — *Prepare a classified list of all new words in texts A and B.*

D. — *Answer the following questions:*

A. — ¿Qué es Pedro? ¿Dónde trabaja? ¿Por qué ha llegado tarde a la oficina? ¿Cuándo andan despacio los tranvías? ¿Dónde está la oficina de Pedro? ¿De quién es el edificio? ¿Cómo son los cuartos? ¿Están claros siempre?

B. — ¿Qué es Ricardo? ¿Por qué estudia? ¿En qué clase está? ¿Por qué no estudia hoy? ¿Quién está en el cuarto? ¿Cómo está el cuarto? ¿Por qué?

E. — *Reread the Spanish texts A and B and explain the use of every form of ser and estar.*

F. — *Give all the persons of the present indicative and of the present perfect of:* 1. Ser perezoso. 2. Estar en la oficina. 3. Tener sueño.

G. — *Replace the dashes by the proper person of the present indicative of ser or estar, and explain your selection:* 1. El edificio — grande. 2. La casa — en la ciudad. 3. Los tenedores de libros — en las oficinas. 4. Yo — discípulo. 5. Vd. — cansado. 6. ¿— Vds. perezosos? 7. La ropa de Juan — de paño negro. 8. María y Carmen — estudiando mucho. 9. La primavera — una estación. 10. ¿— las casas vendidas? 11. ¿— el maestro español? 12. — necesario estudiar. 13. Las noches no — frías en el verano. 14. La ventana del cuarto — abierta. 15. ¿— Vd. dormido? 16. Nosotros — enfermos. 17. ¿— los muchachos alabados? 18. ¿Qué hora —? 19. — las cinco. 20. ¿Cómo — Vds.? 21. — malos. 22. ¿— el agua fría o caliente?

¹ *abrir, to open*, is a regular verb throughout except in the past participle *abierto* (-a).

H. — *Replace the singular by the plural:* 1. El es dependiente. 2. ¿Es Vd. tenedor de libros? 3. Tengo que estar en la oficina muy temprano. 4. Hoy ella no ha llegado. 5. La oficina es grande pero no es clara. 6. El día no está nublado. 7. El cuarto está frío. 8. Yo soy aplicado. 9. Estoy escribiendo una carta. 10. ¿Cómo está Vd.?

I. — *Replace the plural by the singular:* 1. Los cuartos son grandes pero no son claros. 2. No tienen que trabajar. 3. ¿Son Vds. perezosos? 4. Las ventanas de los cuartos han estado abiertas toda la noche. 5. Son estudiantes. 6. Estamos ahora en la clase de francés. 7. ¿Son los estudiantes aplicados? 8. Vds. son alabados por los maestros.

106. Review Exercises (*especially Lessons XI–XII*)

A. — 1. The building where Peter and Richard are working is a business house. 2. It is that¹ of Gonzalez and Co. 3. It is a large building. 4. It is on the principal street of the city. 5. The largest room in the building is Peter and Richard's office. 6. They are bookkeepers. 7. They are² the same age; they are twenty years old. 8. They are diligent and bright, and are always praised by Mr. Gonzalez. 9. They have to be at³ the office early every day. 10. They live in the country and they have to take the train, then a street car, to⁴ arrive at the office.

B. — 1. To-day it is very late. 2. Why have they not arrived yet? 3. Is it because they are lazy? 4. No, when it is snowing, there is no street-car. 5. The clerks arrive late. 6. The office is on the first floor and it is not always light. 7. When the day is cloudy, the office is dark. 8. When the day is very clear, the office is lighter. 9. To-day is a cold day and the clerks are cold because the offices are cold. 10. The window is open; and when the window of a room has been open the whole night the room is cold. 11. The

¹ Omit.

² Say "have."

³ Use *en*.

⁴ Use *para*.

clerks work slowly, they do not feel like working, but they have to work. 12. They are showing samples or are selling goods.

C. — 1. At¹ night, do you go to school and do you study languages? 2. Are you good students and do you work hard²? 3. Do you wish to learn Spanish and French? 4. Do you spend much time studying, reading and writing? 5. Don't you wish to speak the two languages which you are studying? 6. Are you very patient³? 7. It is more difficult to learn to speak than to learn to read and to write. 8. You are right. 9. Do you work on⁴ Sunday? 10. Do clerks⁵ have to work on Sunday? 11. It is only on Sunday that clerks⁵ rest. 12. Don't you feel like resting on Sunday? 13. Nobody must work on Sunday; it is the day of rest.

LESSON XIII

Irregular Verbs

107. Radical-changing verbs. — Of a considerable number of Spanish irregular verbs the only irregularity lies in the changing of the last vowel of the radical or stem (see § 42) whenever the stress falls on the syllable which contains it.

They are divided into three classes, according to the character of the vowel change which takes place. They cannot be recognized in the infinitive, as there is nothing in the infinitive to indicate whether they are radical-changing or not.

108. Radical-changing Verbs of the First-Class. — These are all of the first and second conjugations (infinitive-endings *-ar* and *-er*) and have either *e* or *o* as the radical vowel.

¹ Use *de*.

² Say "much."

³ Say "Have you much patience?"

⁴ Omit "on" and supply the definite article. ⁵ See note, bottom p. 42.

The radical vowel *e* is changed to *ie* and the radical vowel *o* to *ue* whenever the stress falls on the radical-vowel syllable.

109. Occurrence of changes. — In verbs of the first class, these changes occur only in the entire singular and the third plural of the present indicative and the present subjunctive, and the singular of the imperative.

The rest of the verb is regular.

110. The following will serve as models:

PRESENT INDICATIVE

Radical vowel e

Pensar, to think.	Perder, to lose.
pienso, <i>I think</i> , etc.	pierdo, <i>I lose</i> , etc.
piensas	pierdes
piensa	pierde
pensamos	perdemos
pensáis	perdéis
piensan	pierden

IMPERSONAL VERB

nevar, <i>to snow</i>	nieva, <i>it snows</i> .
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Radical vowel o

Contar, to count.	Volver,¹ to return.
cuento, <i>I count</i> , etc.	vuelvo, <i>I return</i> , etc.
cuentas	vuelves
cuenta	vuelve
contamos	volvemos
contáis	volvéis
cuentan	vuelven

IMPERSONAL VERB

llover, <i>to rain</i>	llueve, <i>it rains</i>
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¹ **Volver**, in addition to the irregularity above mentioned, has an irregular past participle: **vuelto**.

NOTE. *Errar to err*, and *oler to smell, scent*, belong to radical-changing verbs of the first-class; but as no Spanish word may begin with *ie* or *ue*, the *ie* of *errar* becomes *ye* and the *ue* of *oler*, *hue*.

Errar, Present Indicative: *yerro, yerras*, etc.
Oler, Present Indicative: *huelo, hueles*, etc.

111. Cardinal Numbers. — They are:

0 cero	10 diez	20 veinte
1 uno, -a	11 once	21 veinte y uno
2 dos	12 doce	22 veinte y dos, etc.
3 tres	13 trece	30 treinta
4 cuatro	14 catorce	40 cuarenta
5 cinco	15 quince	50 cincuenta
6 seis	16 diez y seis	60 sesenta
7 siete	17 diez y siete	70 setenta
8 ocho	18 diez y ocho	80 ochenta
9 nueve	19 diez y nueve	90 noventa
100 ciento (cien, see § 68, note 4)		700 setecientos, -as
101 ciento uno		800 ochocientos, -as
200 doscientos, -as		900 novecientos, -as
300 trescientos, -as		1 000 mil
400 cuatrocientos, -as		2 000 dos mil, etc.
500 quinientos, -as		500 000 quinientos (-as) mil
600 seiscientos, -as		1 000 000 un millón

NOTES. 1. *Diez y seis, diez y siete*, etc., *veinte y uno, veinte y dos* etc. are often pronounced and written as one word, thus, *dieciséis, diecisiete*, etc., *veintiuno, veintidós*, etc., *treintaiuno, treintaidós*, etc.

2. Multiples of *ciento* are treated as ordinary adjectives. 500, 700 and 900 are irregularly formed.

3. Tens of hundreds must be expressed by thousands and hundreds, not by hundreds as in English.

En el año mil novecientos veinticinco. *In the year 1925.*

Trescientos duros son mil quinientas pesetas. *300 dollars are 1500 pesetas.*

4. The conjunction *y*, *and*, is not expressed between *ciento* or its compounds and the following number.

5. See § 68, note 2.

112. All the cardinal numbers, except *uno* and the compounds of *ciento*, are invariable.

cinco hombres y cinco mujeres, *five men and five women.*
veinte caballos, *twenty horses.*

113. *Uno*, *-a* is like an ordinary adjective and agrees in person and number with the noun it modifies.

Marzo tiene treinta y un¹ días. *March has thirty-one days.*
La clase tiene treinta y una muchachas. *The class has thirty-one girls.*

114. **Time of Day.** — It is expressed by the cardinal numbers preceded by *la* or *las* (agreeing with *hora* or *horas* understood but never expressed).

The third person plural of the proper tense of *ser* is used with all hours except *one*.

Y, followed by the number of minutes, expresses time after any hour.

Menos, followed by the number of minutes, expresses time before any hour.

In neither case is *minutos*, *minutes*, required, though it may be expressed.

<i>Son las doce.</i>	<i>It is twelve o'clock.</i>
<i>Es la una.</i>	<i>It is one o'clock.</i>
<i>¿Qué hora es?</i>	<i>What time is it? (lit.: What hour is it?)</i>
<i>Son las tres y diez minutos.</i>	<i>It is ten minutes after three.</i>
<i>Es la una menos veinte.</i>	<i>It is twenty minutes to one.</i>

¹ See § 68, note 2.

Son las cuatro y cuarto
(or un cuarto).

It is quarter past four.

Son las cinco y media.

It is half past five.

A las ocho de la mañana.

At eight A. M. (lit.: of the morning).

A las nueve de la noche.

At nine P. M. (lit.: of the night).

A las dos de la tarde.

At two P. M. (lit.: of the afternoon).

115.

Exercises

A. — 1. Trabajo en la tienda de Rodríguez y Cía. 2. *Empiezo*¹ el trabajo del día a las ocho de la mañana. 3. Muchos dependientes *empiezan* a las nueve. 4. *Confieso* que todavía no *entiendo* mucho del negocio, pero es porque ahora *empiezo* en la casa. 5. *Pienso* observar todo bien para aprender pronto. 6. La tienda tiene muchos dependientes. 7. Hay veintiún hombres y treinta y una mujeres. 8. Tenemos una fonda para los empleados, y allí *almorzamos* todos los días. 9. Los dependientes no *pierden* tiempo cuando *almuerzan* en la tienda. 10. A las seis de la tarde *cierran* la tienda y los empleados parten. 11. Por lo común voy a la tienda en el tranvía y *vuelvo* a casa a pie. 12. Cuando *llueve* o *nieva*, *vuelvo* en el tranvía. 13. No voy y *vuelvo* en el tranvía todos los días porque *cuesta* mucho. 14. Cuando tengo vacaciones, voy al campo y descanso.

B. — 1. Un año común tiene trescientos sesenta y cinco días. Un año bisiesto tiene trescientos sesenta y seis. 2. Dividimos también el año en meses y semanas. 3. El año *cuenta* doce meses o cincuenta y dos semanas. 4. De los doce meses, cuatro tienen treinta días, siete tienen treinta y un días, y uno, febrero, tiene solamente veintiocho días. 5. En años bisiestos febrero tiene veintinueve días.

¹ The radical-changing verbs are italicized.

C. — Write the classified list of new words in texts A and B.

D. — Answer the following questions: ¿A qué hora empieza Vd. a trabajar? ¿Cómo va Vd. a la tienda? ¿Cómo vuelve Vd. a la casa? ¿Por qué no va y vuelve Vd. en el tranvía? ¿Cómo dividimos el año? ¿Qué meses tienen 30 días? ¿Qué meses tienen 31 días? ¿Qué es un año común? ¿Qué es un año bisiesto?

E. — I. Add in Spanish: $2 + 4 = \dots$; $8 + 6 = \dots$; $11 + 15 = \dots$; $23 + 44 = \dots$; $49 + 33 = \dots$; $40 + 56 = \dots$; $168 + 91 = \dots$; $4104 + 3262 = \dots$.

Model sentence: **Dos más cuatro hacen¹ seis.**

2. Subtract in Spanish: $10 - 6 = \dots$; $26 - 7 = \dots$; $42 - 30 = \dots$; $93 - 59 = \dots$; $258 - 86 = \dots$; $737 - 406 = \dots$; $5632 - 3474 = \dots$.

Model sentence: **Diez menos seis son cuatro.**

3. Multiply in Spanish: $3 \times 7 = \dots$; $18 \times 6 = \dots$; $52 \times 11 = \dots$; $169 \times 9 = \dots$; $825 \times 14 = \dots$; $3427 \times 68 = \dots$.

Model sentence: **tres por siete son**

4. Divide in Spanish: $42 \div 3 = \dots$; $72 \div 6 = \dots$; $260 \div 13 = \dots$; $444 \div 4 = \dots$; $4000 \div 20 = \dots$.

Model sentence: **cuarenta y dos dividido por tres son**

F. — Give the present infinitive of all the verbal forms used in the Spanish texts A and B.

G. — Give the full present indicative of the radical-changing verbs of the first-class: *almorzar muy temprano*; *no entender*.

H. — Identify the following verbal forms, and translate: *confiesan*; *cuenta*; *empiezas*; *cierro*; *entienden Vds.*; *nieva*; *cuestan*; *llueve*; *yerran*; *huele*.

I. — Replace the dashes successively by the proper persons of the present indicative of: (a) *empezar*, (b) *almorzar*, (c) *volver a la*

¹ The present indicative of *hacer*, *to do*, *to make*, is regular except in the first person singular: *hago*, *haces*, *hace*, *hacemos*, *hacéis*, *hacen*. For the full conjugation, see § 323.

casa, (*d*) ir a la tienda, *in the following sentences*: ¿A qué hora — Vd.? Yo — a la hora que los otros empleados —. Pablo — a la hora que nosotros —.

J. — *Translate into Spanish*: 1. What time is it? 2. It is two o'clock A. M. 3. It is two o'clock P. M. 4. It is a quarter past nine. 5. Is it half past one? 6. It is ten minutes to twelve A. M. 7. Is it a quarter to twelve P. M.? 8. It is twenty minutes past three.

K. — Express in Spanish the time at which you breakfast, (*desayunar*), you go to school, you begin to work, you lunch, you go back home, you dine (*cenar*), you begin to study in the evening.

LESSON XIV

Ordinal Numbers

116. Ordinal Numbers.

1st, primero, -a, -os, -as.

2d, segundo, -a, -os, -as.

3d, tercero, -a, -os, -as,
or *tercio in fractions*.

4th, cuarto, -a, -os, -as.

5th, quinto, -a, -os, -as.

6th, sexto, -a, -os, -as.

7th, séptimo, etc.

8th, octavo, etc.

9th, noveno (*or nono*), etc.

10th, décimo, etc.

11th, undécimo, etc.

12th, duodécimo, etc.

NOTE. As the ordinal numbers above the "twelfth" are rarely used, and are rather cumbersome, they are omitted from this book.

117. The cardinal numbers are used instead of the ordinals,
(*a*) In expressing dates, except the first of the month.

El primero de marzo, *the first of March*.

El cuatro de julio, *the fourth of July*.

(b) In naming sovereigns, popes, etc., from eleventh inclusive upward.

Luis catorce, *Louis the¹ Fourteenth.*

Alfonso trece, *Alfonso the Thirteenth.*

But

Enrique octavo, *Henry the Eighth.*

Pío nono, *Pius the Ninth.*

(c) In any numbered series when dealing with chapters, pages, volumes, etc., above tenth. Up to and including the "tenth" either ordinals or cardinals may be used.

Capítulo tres, } *chapter three.*
Tercer capítulo, }

Página sesenta, *page sixty.*

118. **Fractions.** — *Half, one half, a half, or half a* may be expressed by the noun **la mitad** or the adjective **medio, -a**.

media hora,	<i>half an hour.</i>
la mitad de la hora,	<i>half of the hour.</i>
un medio,	<i>one half.</i>
la mitad,	<i>the half.</i>

119. The fractions from thirds to tenths inclusive are formed as in English with a cardinal number as the numerator and an ordinal as the denominator.

$\frac{1}{3}$, un tercio.	$\frac{4}{10}$, cuatro décimos.
$\frac{3}{4}$, tres cuartos.	$\frac{2}{5}$, dos quintos.
$\frac{6}{7}$, seis séptimos.	$\frac{1}{8}$, un octavo.

120. From $\frac{1}{11}$ upward, the numerator is a cardinal and the denominator is formed by adding **-avo (-a)** to the correspond-

¹ The definite article is omitted in Spanish after numerals joined to names of sovereigns, popes, etc.

ing cardinal number. When *-avo* is added, a final vowel is usually dropped, and a preceding *c* becomes *z*.

$\frac{1}{11}$ un onzavo or once-avo.

$\frac{2}{12}$ dos dozavos or doce-avos.

$\frac{3}{17}$ tres diez y sieteavos (sieteavos).

$\frac{4}{30}$ cuatro treintavos.

$\frac{6}{50}$ seis cincuentavos.

$\frac{7}{100}$ siete centavos.

121. Fractions are also formed by using the ordinals and the feminine noun, *parte*, *part*.

$\frac{1}{5}$, la quinta parte.

$\frac{1}{10}$, la décima parte.

122. Collective Numerals.

decena, f., *ten*, a group of ten.

quincena, f., *fifteen*, a group of fifteen, a fortnight.

millar, m., *thousand*, a group of a thousand.

docena, f., *dozen*.

centena, f., } *hundred*,

centenar, m., } a group of a hundred.

NOTE. *ciento* or *centenar*, *mil* or *millar* may be used as substantives. To express rate, however, only *ciento* and *millar* are used.

centenares de hombres,

a dos pesos el *ciento*,

miles de pesos,

diez pesos el millar,

hundreds of men.

at two dollars per hundred.

thousands of dollars.

ten dollars per thousand.

123. **Augmentatives and Diminutives.** — Spanish is particularly rich in suffixes which are added to nouns, adjectives and adverbs to modify their ordinary meaning. These are of two classes; (1) Augmentatives which are usually used to indicate increase in size or quality; (2) Diminutives, to indicate smallness. In addition, the augmentatives may indicate coarseness, ugliness or depreciation, and the diminutives, attractiveness, nicety or affection.

They are much used in familiar style, but rarely in formal, elevated diction. Much familiarity with the language is required to use them properly.

¹ Note the use of the definite article before nouns of measure, weight or number.

124. **Augmentatives.** — The principal augmentative suffixes are:

MASCULINE	FEMININE
-ón	-ona
-ote	-ota
-azo	-aza

They denote greater size or quality with or without an idea of ugliness, depreciation or grotesqueness.

hombre, man;	hombrón, large man.
mujer, woman;	mujerona, large woman.
palabra, word;	palabrota, coarse word.
libro, book;	librazo, large book.
boca, mouth;	bocaza, large ugly mouth.

125. The suffixes **-azo** and **-ada** often indicate a blow, thrust or injury from the object to the name of which they are added.

látigo, whip;	latigazo, lash of the whip.
pelota, ball;	pelotazo, blow with the ball.
cuchillo, knife;	cuchillada, knife-thrust.

126. **Diminutives.** — They are more commonly used in everyday language than the augmentatives. They should be used with caution by the foreigner.

The most common are:

MASCULINE	FEMININE
-ito (-cito, -ecito)	-ita (-cita, -ecita)
-illo	-illa
-uelo	-uela
-ete	-eta

They indicate smallness, attractiveness, affection. The endings **-illo** and **-uelo** may, in addition, have a depreciative meaning.

libro, book;	librito, little book.
mesa, table;	mesita, little table.
jardín, garden;	jardincito, little garden.
mano, hand;	manecita, small, pretty hand.
autor, author;	autorcillo, unimportant author.
plaza, square;	plazuela, little square.
pobre, poor man;	pobrete, poor fellow.

Augmentatives and diminutives are added to the full form of words ending in a consonant or stressed vowel (see § 5, *a*), and words ending in an unstressed vowel lose that vowel before the suffixes are added.

127.

Exercises

A. — 1. La lección catorce trata de los números ordinales. 2. La lección trece trata de los números cardinales. 3. La quinta lección trata de los verbos y de los pronombres. 4. En la lengua española hay centenares de verbos y miles de sustantivos. 5. La primera lección de lectura trata de las divisiones del tiempo en meses y semanas. 6. Un año tiene trescientos sesenta y cinco días. 7. Verdaderamente el año tiene un cuarto de día más, y, cada cuatro años, los cuatro cuartos sobrantes hacen un día más. 8. En tal caso el año tiene trescientos sesenta y seis días. 9. Cuando el año tiene ese número de días, es un año bisiesto.

B. — 1. Algunas casas de comercio pagan los sueldos una vez al mes, otras, dos veces al mes. 2. Cuando pagan una vez al mes, es generalmente el día treinta o treinta y uno. 3. Pero hay algunas que pagan el día primero. 4. Cuando pagan dos veces al mes, el primer pago es el día primero y el segundo es el quince del mes. 5. Si una casa paga los sueldos una vez al mes, paga doce veces al año y cada pago representa un dozavo del sueldo anual de cada dependiente. 6. Si uno tiene un sueldo de dos mil pesos al año y la casa paga una vez al mes ¿cuánto recibe cada vez? 7. El dozavo de dos mil es ciento sesenta y seis y dos tercios. 8. Si una casa paga dos veces al mes, paga veinticuatro veces al año y cada pago representa un veinticuatroavo del sueldo total de cada empleado. 9. Si uno tiene un sueldo de dos mil pesos al año y recibe el sueldo cada quincena, recibe la mitad de ciento se-

venta y seis y dos tercios el día primero y la otra mitad el quince de cada mes. 10. Hay algunos dependientes que reciben el sueldo hoy y en pocos días no tienen nada. 11. Nadie debe gastar todo el dinero que gana. 12. Siempre debemos guardar algo. 13. Es muy agradable tener dinero en el banco.

C. — 1. En un pueblo cerca de aquí vive una familia muy pobre. 2. Vive en una casita en una callejuela del pueblecito. 3. Hay tres niños en la familia, Pablo, María y Juana. 4. Pablito y María, la mayorcita de las hermanitas, van a la escuela. 5. La chiquita no va todavía porque es demasiado pequeña. 6. Pasa todo el tiempo en el jardincito. 7. El padre es un hombrón y la madre es una mujerona, pero todos los hijos son pequeños. 8. Son tan pobres que no tienen dinero para comprar juguetes para los hijitos. 9. Pero los vecinos que son caritativos regalan juguetitos a los niñitos. 10. Pablito tiene un caballito. 11. Las hermanitas, Marita y Juanita, tienen muñecas. 12. La madre hace vestiditos y sombreritos para las muñequitas.

D. — *Write the classified list of the new words in texts A, B and C.*

E. — *Answer the following questions: A. ¿De qué tratan las lecciones trece y catorce? ¿Tiene la lengua española muchos verbos y sustantivos? ¿Tienen todos los años 365 días? ¿Qué es un año bisiesto?*

B. *¿Cómo pagan los sueldos las casas de comercio? ¿Qué día del mes pagan? ¿Qué parte del sueldo pagan cada mes? Si un empleado recibe \$166 $\frac{2}{3}$ cada mes, ¿qué sueldo tiene al año? ¿Qué hacen algunos dependientes con el sueldo? ¿Qué debemos hacer? ¿Qué es agradable?*

C. *¿Quién vive en el pueblecito? ¿Cuántos hijos hay en la familia? ¿Por qué no va Juanita a la escuela? ¿Dónde pasa el tiempo? ¿Cómo son los vecinos? ¿Qué hacen los vecinos? ¿Qué tienen las niñas? ¿Qué hace la madre?*

F. — Reread text (C) and show how every diminutive and augmentative is formed.

G. — Express in Spanish the following cardinal numbers: 1, 3, 5, 7, 9, 12, and give the corresponding ordinal numbers.

H. — Read the following dates: January 1, 1890; February 11, 1920; March 19, 1789; April 2, 1916; May 25, 1836; June 9, 1492; July 4, 1940; August 31, 1866; September 1, 1900; October 10, 1540; November 13, 1755; December 25, 1908.

I. — Translate: Page 2; page 20; the 4th lesson; the 26th lesson. Paul I; John V; Louis XVIII; Alfonso XII; Pius X.

J. — Translate and answer: 1. What is $\frac{1}{2}$ of 10? 2. What are $\frac{2}{3}$ of 27? 3. What is $\frac{1}{4}$ of 8? 4. What are $\frac{3}{5}$ of 50? 5. What are $\frac{5}{8}$ of 48? 6. What are $\frac{3}{20}$ of 260? 7. What are $\frac{5}{14}$ of 560? 8. What are $\frac{7}{10}$ of 8000? 9. What are $\frac{9}{10}$ of 3500?

K. — Use the following indefinite adjectives and pronouns: alguno (-a); cada; cada uno (-a); todo (-a); tal; nada; nadie; algo in short sentences.

L. — Add (a) the augmentative suffix -ón (-ona) to hombre, zapato, cabeza (head), mujer, muchacho, muchacha.

(b) the augmentative suffix -ote (-ota) to amigo, libro, palabra, feo (ugly).

(c) the diminutive suffix -ito (-ita) to hijo, hija, perro, señor, señora, silla, niña, abuelo, libro, hermano, hermana, papel, ángel (angel), muchacha, lápiz, mesa, Juan, pequeño.

(d) the diminutive suffix -ecito (-ecita) to flor, pobre, viaje, madre, pueblo, viento (wind), piedra (stone), voz (voice), baile (dance).

(e) the diminutive suffix -uelo (-uela) to plaza, mozo (lad), pollo (chicken), pequeño.

(f) the diminutive suffix -illo (-illa) to ventana, pájaro (bird).



THE GIRALDA, SEVILLA, SPAIN

128. Review Exercises (*especially Lessons XI–XIV*)

A. — 1. John works in the mercantile house of Lopez and Co., and Joseph in Mr. Garcia's store. 2. They are neighbors, but they do not always take the same street-car. 3. Generally Joseph goes to the store and comes back home on foot. 4. He receives a smaller salary than John. 5. He takes the street-car only when it rains or snows. 6. He thinks that the trip costs too much. 7. They live in a small village, near the city. 8. Joseph lives in a small house and has two little brothers and a little sister. 9. The little brothers do not go to school yet because they are too small. 10. When it is not raining, they spend the whole day in the little garden or in the streets of the little village. 11. John and Joseph's mothers are large women. 12. John's father is a large man and always has a large hat. 13. He needs a large hat because he has a large head. 14. He is very rich; he has hundreds and thousands of dollars. 15. Being very charitable, he has bought two small horses for little Paul and little Peter, Joseph's little brothers, and a small doll for little Jane. 16. Each little child has many little toys in a small room on the first floor of the little house. 17. Little girls never lose time and always make small hats, small shoes and small dresses for the little dolls.

B. — To-day it is snowing and there are no street-cars on the streets. John and Joseph must take the train.

— Good morning, John. — How are you, Joseph? — Very well, thanks. We must take the train to-day. — Yes. At what time does it leave? — It leaves at 7.40. What time is it? — It is now 25 minutes past seven. We have time. — Thank you, Joseph. At what time do you begin to work every day? — I begin at 9, but many clerks begin at 8.30. — Why do they begin earlier than you? — Because I have worked in the store many years and I understand the business. The others are beginning to learn, but do not understand much of the business yet. — At what time do you close the store, at 8 or 9 o'clock? — No, Mr. Garcia thinks that

clerks ought to rest in¹ the evening and he closes the store at 6. I think that he is right. At what time do you begin? — We begin at 9, we close at 5, and we have an hour of rest at 12 when we have lunch. There is a restaurant on the top floor² of the building and all the clerks lunch there at very moderate prices. I think that it is especially agreeable when it rains or snows. Mr. Lopez has noticed that we feel more like working in¹ the afternoon when we have rested a whole hour at 12. Clerks in³ other houses confess that they waste a great deal of time in the afternoon because they have no rest at noon. They have only time to⁴ lunch. They are very tired and very sleepy and they do not work as much as we do.⁵ Paul confesses that he does nothing in¹ the afternoon.

C. — Joseph, when does Mr. Garcia pay the clerks' salaries, once or twice a month? — He pays once a week, that is to say,⁶ 52 times a year. I receive a yearly salary of 936 dollars. Each payment represents the 52d part of⁷ 936 dollars, that is to say,⁶ 18 dollars. It is not much, but I do not spend all the money that I earn. I save something every month. — Do all the stores pay salaries once a week? — No. Some pay once a month, some twice a month, that is to say, once each fortnight. When the house pays only once a month, some clerks spend the money during the first days and keep nothing for the end. In such a⁸ case I think that they are wrong.⁹ When do Lopez and Co. pay salaries? — They pay once a fortnight, the first payment being generally the 15th or¹⁰ the 16th day of the month, the second the 30th or¹⁰ the 31st. I receive a total salary of \$2400. Each fortnight I receive the 24th part of 2400 dollars or 100 dollars. I spend everything and I save nothing. — In such a⁸ case I believe that you are wrong,⁹ John. What

¹ Use *por*.

² Say "in the last floor."

³ Use *de*.

⁴ Use *para*.

⁵ Omit "do."

⁶ Use *es decir*.

⁷ Use *un cincuenta y dosavo de*.

⁸ Omit *a* after *such*.

⁹ Use *hacer mal* instead of *no tener razón*, because it is not a question of opinion.

¹⁰ See § 5, note 2.

do you do in summer when you have vacations? — I do nothing; Paul and I go to the country and we rest. It is very pleasant . . . We have arrived. The train is stopping. We alight here.

LESSON XV

The Past Descriptive and the Past Absolute¹

129. The endings of these two tenses are:

PAST DESCRIPTIVE		PAST ABSOLUTE	
FIRST CONJUGATION	SECOND AND THIRD CONJUGATIONS	FIRST CONJUGATION	SECOND AND THIRD CONJUGATIONS
<i>Singular</i>		<i>Singular</i>	
-aba	-ía	-é	-í
-abas	-ías	-aste	-iste
-aba	-ía	-ó	-ió
<i>Plural</i>		<i>Plural</i>	
-ábamos	-íamos	-amos	-imos
-abais	-íais	-abais	-íais
-aban	-ían	-aron	-ieron

130. Adding these endings to the stems of the model verbs before given (see § 42), we have:

PAST DESCRIPTIVE	PAST ABSOLUTE
compraba { <i>I bought, I used to buy, I was buying.</i>	compré, <i>I bought, I did buy.</i>
comprabas	compraste
compraba	compró
comprábamos	compramos
comprabais	comprasteis
compraban	compraron

¹ The Past Descriptive or Imperfect of the Indicative. The Past Absolute or Past Definite or Preterit.

PAST DESCRIPTIVE

vendía { *I sold, I used to sell,*
I was selling.

vendías

vendía

vendíamos

vendíais

vendían

vivía { *I lived, I used to live,*
I was living.

vivías

vivía

vivíamos

vivíais

vivían

PAST ABSOLUTE

vendí, I sold, I did sell.

vendiste

vendíó

vendimos

vendisteis

vendieron

viví, I lived, I did live.

viviste

vivió

vivimos

vivisteis

vivieron

NOTES. (a) In all three conjugations the first and third persons singular of the past descriptive are identical. This often necessitates the use of the subject pronoun to make the meaning clear.

(b) In the first and third conjugations, the first person plural of the present indicative and of the past absolute are identical. We must be guided by the context to determine whether *compramos* means *we buy* or *we bought*.

(c) Only three verbs in Spanish have an irregular past descriptive: *ser, to be; ver, to see; ir, to go*. Their past descriptive tenses follow:

ser	ver ¹	ir
era { <i>I was, I used</i> <i>to be.</i>	veía { <i>I saw, I used to see,</i> <i>I was seeing.</i>	iba { <i>I went, I used to go,</i> <i>I was going.</i>
eras	veías	ibas
era	veía	iba
éramos	veíamos	íbamos
erais	veíais	ibais
eran	veían	iban

131. Uses of the Past Descriptive and the Past Absolute. — The past descriptive or imperfect is used to express, (a) a

¹ The present indicative of *ver, to see*, is regular except in the first person singular, *veo, I see, ves, ve, vemos, veis, ven*. For the full conjugation, see § 332.

habitual or customary action or state in the past; (b) a continued or repeated action in the past; (c) what was happening when something else happened. It may usually be translated by *used to* or *was* with a present participle.

The past absolute or preterite or past definite or narrative past tense is used to express an action or state definitely past, involving the idea of action and not of duration. The English auxiliary *did* may often be used to translate it, especially in interrogative sentences.

Cuando yo estaba en la escuela, escribía a Pablo cada semana. *When I was in school, I used to write to Paul each week.*

Cuando estábamos en España, íbamos mucho al teatro. *When we were in Spain, we used to go much to the theater.*

Vd. estaba escribiendo una carta cuando llegó. *You were writing a letter when he arrived.*

El vapor llegó ayer. *The steamer arrived yesterday.*

Colón descubrió la América. *Columbus discovered America.*

NOTE. A distinction must be drawn between *would* denoting customary action and *would* as a sign of the conditional. In the former case it is equivalent to *used to* and must be expressed by the past descriptive in Spanish.

132. Indirect object. — The indirect object is expressed by *a* before the noun.

Hablo al maestro, I speak to the master.

133. Spanish verbs meaning to ask of, to buy of and to take from are followed by the dative of the person asked of, bought of or taken from.

Pablo pide el dinero a Juan. *Paul asks John for the money (lit.: Paul asks the money from John).*

Compro el libro a Juan. *I buy the book from John.*

Quito el libro al muchacho. *I take the book from the boy.*

134. Personal Object with *a*. — (See § 54.) The principal cases in which this expletive *a* is used are:

1. Before a noun representing a definite or specific person or personified thing.

La madre ama al hijo.	<i>The mother loves the son.</i>
El soldado defiende a la patria.	<i>The soldier defends the country.</i>

2. Before the direct object merely to distinguish it from the subject when both are nouns representing things. Since in Spanish the subject may follow the verb as often as not, ambiguity might otherwise arise from this freedom of construction.

Alcanzó el vapor al buque de vela.	<i>The steamer overtook the sailing vessel.</i>
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135. Omission of Personal *a*. — It should be omitted:

1. Before nouns representing persons, not definite or specific, or when preceded by a numeral. Compare:

Veo un hombre	<i>I see a man (not specific).</i>
Veo a Enrique.	<i>I see Henry (specific).</i>
El maestro llama dos discípulos.	<i>The master calls two pupils.</i>
Llama a los discípulos.	<i>He calls the pupils.</i>

2. After the verb **tener**, *to have*.

Tiene muchos amigos.	<i>He has many friends.</i>
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3. When the verb also governs an indirect object.

Mando el muchacho a la tienda.	<i>I send the boy to the store.</i>
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136. Exercises

A. — 1. Cuando yo era joven, vivía en Madrid. 2. Tenía un amigo, Tomás Aguirre, que iba a menudo al teatro. 3. Algunas veces íbamos juntos él y yo. 4. Una noche íbamos al

teatro Real donde daban ópera; otra¹ noche íbamos al teatro de la Comedia donde representaban comedias; y cuando deseábamos ver obras dramáticas, íbamos al teatro Español, el teatro del drama. 5. Recuerdo que un día leí en el periódico que daban "Faust" en el teatro Real. 6. Invité a Tomás y él aceptó. 7. Comimos en una fonda y a las ocho llegamos al teatro. 8. Cuando llegamos allá,² entraba mucha gente y cuando pregunté al hombre que vendía billetes en la taquilla, el precio de las localidades, contestó que no tenía sino entradas. 9. Entonces compré dos butacas de platea a un revendedor y entramos. 10. A las ocho y cuarto, la orquesta tocó la introducción y después subió el telón. 11. Empezó la función, pero muchas personas entraban todavía. 12. La soprano, el tenor, el barítono y el bajo eran artistas célebres y todos cantaron admirablemente. 13. La función terminó muy tarde porque el público aplaudió a menudo y obligó a los artistas a³ cantar muchas arias otra vez. 14. Mucha gente no esperó el fin de la ópera. 15. Después de la función, cené con Tomás.

B. — *Write a classified list of all new words found in text A.*

C. — *Answer the following questions: ¿Cuándo vivió Vd. en Madrid? ¿Qué hacía Vd. con Tomás? ¿Qué veía Vd. en el teatro Español? ¿Dónde veía Vd. comedias? ¿Dónde comió Vd. una noche cuando iba a la ópera? ¿Por qué no compró Vd. las localidades en la taquilla? ¿A quién compró Vd. las butacas? ¿Cómo cantaron los artistas? ¿Por qué terminó tarde la función? ¿Con quién cenó Vd. después de la función?*

D. — *Reread the Spanish text A and explain the use of every past descriptive and past absolute.*

¹ Note that **otro**, -a, means *other* and *another*.

² *There* after expressions of motion is **allá**; *there* at rest is **allí**.

³ Note that **obligar** requires the preposition **a** before a following infinitive.

E. — *Identify the following verbal forms and give the infinitive:* recuerdo, deseábamos, leí, tocó, eran, compré, obligó, ibais, preguntaron, vendía, aplaudí, subieron, hacían, esperó, cenaron.

F. — *Conjugate in the past descriptive and in the past absolute the following sentences:* 1. Invitar dos amigos; 2. aplaudir a los artistas; 3. comer en una fonda.

G. — *Replace the italicized singular words by the plural, and translate:* 1. *Vd. iba* siempre al mismo teatro. 2. *Contestó* que no tenía ningún billete. 3. *Recordé* la introducción de "Faust." 4. *Ella cantaba* admirablemente. 5. *¿Qué preguntó Vd.?* 6. *Yo invitaba* a Tomás. 7. *El leía* el periódico cada día.

H. — *Replace the italicized plural words by the singular:* 1. *Llegamos* al teatro. 2. *¿A qué hora almorzaban Vds.?* 3. *Vosotros trabajáis* mucho. 4. *Los discípulos* no recibieron ningún premio. 5. *Estudiábamos* el español porque *deseábamos* viajar por Sud América. 6. *Erais* muy aplicados. 7. *¿Leyeron Vds.* las obras dramáticas del célebre poeta Lope de Vega?

I. — *Add personal a wherever it is required:* 1. Alabaron . . . Pablo. 2. No tenía . . . ningún amigo. 3. Veían . . . la ópera "Faust" en el teatro Real. 4. Invitó . . . la señora González. 5. Aplaudíamos . . . un artista célebre. 6. *¿Aplaudió Vd.* . . . la soprano o . . . el tenor? 7. *¿Alcanzó el perro . . . el gato?* 8. Veo . . . mucha gente entrar en el teatro. 9. Veo . . . más de cien hombres y . . . doscientas mujeres.

J. — *Form short sentences containing the verbs escribir, preguntar, creer, aprender, invitar (1) in the past descriptive; (2) in the past absolute.*

137. Review Exercises (especially Lesson XV)

A. — 1. When John's friends were in Madrid, they used to go often to the theater. 2. They understood Spanish well and I believe that they visited every theater in the city. 3. One night

they would go¹ to a comedy; another² night they would go¹ to a theater where the most famous artists were singing an opera; another night they would see¹ a drama. 4. They wished to see all the dramatic works that were performed in Madrid. 5. We remember that when they read in the papers that a new opera or a new comedy or a new drama was about to be performed³ in some playhouse, they would go¹ quickly to the ticket office and buy¹ tickets there for the performance. 6. They still remember many of the plays which they applauded.

B. — 1. Yesterday John and I read in the afternoon paper⁴ that the Royal Theater was going to give Gounod's famous opera "Faust." 2. We invited Jane and Louisa and they accepted. 3. They promised to be at the theater on⁵ time. 4. At 8 o'clock, John and I arrived at the playhouse, but the young ladies were not there yet. 5. At two box offices there were men who were selling tickets. 6. John asked one of the men the price of orchestra seats. 7. He answered John that each cost \$10. 8. John thought that the prices of the seats were extremely high and he bought four admission tickets⁶ from one of the ticket speculators. 9. Then we waited for Jane and Louisa. 10. When they arrived, we entered together. 11. There were many people in the playhouse. 12. It was late, it was 8.25; the orchestra was finishing the overture; the audience was applauding and the curtain was going up. 13. We were seeing Faust for the first time.

C. — 1. The artists began to sing. 2. They were all very famous. 3. The soprano sang the first song admirably. 4. We applauded the artist and she was obliged to sing the song again. 5. We also applauded the tenor, the baritone and the bass. 6. We obliged the artists to sing each song again. 7. They sang the last song

¹ Use the past descriptive.

² Say "other."

³ Say "that they were about to give a new opera," etc.

⁴ Say "in the paper of the afternoon."

⁵ Use *a*.

⁶ Say "four tickets of admission" or "four admissions."

again together. 8. When the performance ended, the audience, still applauding the artists, began to leave¹ the playhouse. 9. We also left. 10. John asked the young ladies if they were hungry. 11. They answered that they were very hungry² and were very tired. 12. Having gone to a large restaurant which was near the Royal Theater, we had supper, for we were all very hungry. 13. When we paid the waiter, John and I thought that the prices in the restaurants were as high as the prices of the seats in the theaters. 14. The waiter received only a moderate tip.

138.**Reading Lesson**

En los tiempos antiguos la península ibera comprendía varios pequeños reinos independientes, cada uno gobernado por un rey. Hoy, en la península ibera, hay solamente dos gobiernos, España que es una monarquía, y Portugal que es una república. La España de hoy es el resultado de la reunión de varios reinos pequeños. El rey de España es Alfonso XIII (trece) y la reina es Victoria, sobrina de Jorge V (quinto) de Inglaterra. La capital de España es Madrid.

El poder ejecutivo reside en el Rey y el Ministerio, con arreglo a la Constitución. El Ministerio consta de nueve ministros que forman el Gabinete o Consejo de Ministros.

El poder legislativo reside en las Cortes, formadas del Congreso de Diputados y el Senado. Los miembros del Congreso son Diputados y los miembros del Senado son Senadores. Los Diputados y los Senadores son elegidos por el pueblo. En España las mujeres no tienen el voto. Los hombres que tienen el voto son electores. Un elector tiene que ser español, mayor de edad, y tener derechos civiles. Como en otros países, en España hay varios partidos políticos, y los principales son

¹ Use *partir de*.

² Say "they had much hunger."



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los liberales, los conservadores, los republicanos, los carlistas y los socialistas.

La forma de gobierno es republicana en toda América excepto en el Canadá, colonia inglesa, las Guayanas europeas y el Honduras inglés.

Empezó la independencia de América con la emancipación de los Estados Unidos (1776-1783). Luego conquistaron la libertad las colonias españolas (1810-1824). El Brasil, independiente desde 1822, sólo es una república desde 1889. Las últimas colonias españolas eran Cuba y Puerto Rico. La guerra hispanoamericana de 1898 libró a la primera y sometió a la segunda a la dominación de los Estados Unidos.

LESSON XVI

Possessive Adjectives

139. The possessive adjective modifies a noun. The possessive pronoun stands alone.

140. The Spanish possessive adjectives have different forms according as they precede or follow the noun which they modify (the thing possessed).

Form before the noun:

CORRESPONDING PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES		ENGLISH EQUIVALENTS
	<i>Singular</i>	<i>Plural</i>	
yo	mi, m. and f.	mis, m. and f.	<i>my</i>
tú	tu, m. and f.	tus, m. and f.	<i>your</i> (familiar)
él	su, m. and f.	sus, m. and f.	{ <i>his, her,</i> <i>its, your</i> (formal)
ella			
usted			

nosotros, m.	nuestro, m.	nuestros, m. }	<i>our</i>
nosotras, f.	nuestra, f.	nuestras, f. }	
vosotros, m.	vuestro, m.	vuestros, m. }	<i>your</i> (familiar)
vosotras, f.	vuestra, f.	vuestras, f. }	
ellos	su, m. and f.	sus, m. and f.	{ <i>their</i> <i>your</i> (formal)
ellas			
ustedes			

Form after the noun:

CORRESPONDING PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES	ENGLISH EQUIVALENTS	
	<i>Singular</i>	<i>Plural</i>	
yo	{ mío, m. mía, f.	míos, m. mías, f.	} <i>my</i>
tú	{ tuyo, m. tuya, f.	tuyos, m. tuyas, f.	
él	suyo, m. suya, f.	suyos, m. suyas, f.	{ <i>his, her,</i> <i>its, your</i> (formal)
ella			
usted			
nosotros	nuestro, m.	nuestros, m.	} <i>our</i>
nosotras	nuestra, f.	nuestras, f.	
vosotros	vuestro, m.	vuestros, m.	} <i>your</i> (familiar)
vosotras	vuestra, f.	vuestras, f.	
ellos	suyo, m. suya, f.	suyos, m. suyas, f.	{ <i>their,</i> <i>your</i> (formal)
ellas			
ustedes			

141. In most instances the possessive adjective precedes the noun, in which case the form given in the first table in § 140 is used. The form given in the second table of § 140 is preferable when emphasis is required. In this case, it follows the noun it modifies, which in turn must be preceded by the definite article.

Mi libro, }
el libro mío, } *my book.*

142. Agreement of the Possessive Adjective. — The possessive adjective must agree in gender and number with the thing possessed and not with the possessor.

el padre y la hija suya, *the father and his daughter.*
 María y el padre suyo, *Mary and her father.*

143. The Possessive Adjective *su*. — As this adjective does not clearly indicate the possessor and may mean “his,” “her,” “your,” “its,” “their,” the meaning must be more clearly specified. This may be done in two ways, either by placing the definite article before the thing possessed and *de* followed by the proper personal pronoun after the thing possessed; or, by retaining the possessive adjective and explaining its exact meaning by the same prepositional construction. Thus:

el libro	{	de él ¹	or su libro	{	de él, <i>his book</i>
		de ella			de ella, <i>her book</i>
		de usted			de usted, <i>your book</i>
		de ellos			de ellos, <i>their book</i>
		de ellas			de ellas, <i>their book</i>
		de ustedes			de ustedes, <i>your book</i>

NOTE. A possessive adjective when modifying two or more nouns should be repeated before each noun except when the nouns refer to the same person.

mi madre y mi padre, my mother and father.

Juan, mi amigo y vecino, John, my friend and neighbor.

144. The English possessive in direct address and such expressions as “of mine” “of yours,” “of his,” etc., are translated by the form of the possessive adjective that follows the noun.

¡Amigo mío! my friend!

un amigo nuestro, a friend of ours.

¹ The preposition *de* and the pronoun *él* are not contracted to *del* (see § 13).

145. The definite article often is used instead of the possessive adjective whenever the possessor is obvious.

Tiene el sombrero en la mano. *He has his hat in his hand.*
 Perdió la vida en la guerra. *He lost his life in the war.*

146. The possessive adjective may be emphasized or strengthened by the proper form of the adjective **propio**, *own*.

mi propia casa, my own house.
nuestros propios amigos, our own friends.

147.

Exercises

A. — 1. Hoy parte Pedro para el campo. 2. Tiene ahora sus vacaciones y desea pasar dos semanas en las montañas. 3. Su equipaje consiste en un baúl y dos maletas. 4. Manda su equipaje a la estación del ferrocarril. 5. Cuando llega él a la estación va primero al despacho de billetes y compra su billete. 6. Después va al despacho de equipajes, factura su baúl, paga el exceso de peso, y guarda su talón. 7. Luego espera en la sala de descanso la salida del tren. 8. Cuando llega la hora, Pedro va al andén y halla el tren. 9. Un mozo de estación lleva las maletas de Pedro a su coche y recibe una propina. 10. El tren de Pedro es un tren expreso y tiene muchos coches, sus coches cama, sus coches salón y su coche de fumar. 11. Pedro tiene su sitio en un coche salón donde cada pasajero tiene su propio asiento. 12. Pedro halla su propia silla, abre la ventanilla y mira el paisaje. 13. Cuando pasa el conductor, Pedro pregunta si es necesario cambiar de tren. 14. Cuando el tren llega a la estación, Pedro baja de su coche y va a su hotel.

B. — *Write a classified list of all new words in text A.*

C. — *Answer the following questions:* ¿Adónde va Pedro? ¿Dónde desea pasar dos semanas? ¿Qué hace Pedro cuando llega a la estación? ¿Qué hace en el despacho de equipajes? ¿Lleva Pedro sus maletas al tren? ¿Dónde está el asiento de Pedro? ¿Qué hace él cuando entra en el coche? ¿Qué pregunta él al conductor? ¿Adónde va después que llega el tren a la estación?

D. — *Reread the Spanish text A, replace Pedro by Pedro y un amigo de él, and make all necessary changes.*

E. — *Replace Pedro by (1) yo; (2) tú; (3) nosotros; (4) vosotros, and make all necessary changes.*

F. — (a) *Replace the singular by the plural and vice-versa:* mi silla; tu maleta; nuestras cartas; mis talones; tus baúles; vuestros billetes.

(b) *Give the preceding phrases a second form in both numbers.*

G. — *Give two other forms to each of the italicized parts of the following sentences:* 1. Pedro no perdió *su dinero*. 2. Vd. alaba a *sus discípulos*. 3. Todos los pasajeros facturan *sus equipajes*. 4. ¿Vds. van a *su casa*? 5. ¿Pagaba María *su billete*? 6. Mis amigos leían *sus cartas*.

LESSON XVII

Possessive Pronouns

148. **Possessive Pronouns.** — These are formed by adding the definite article to the possessive adjective forms that are used after the noun (see § 140).

SINGULAR		PLURAL		ENGLISH
el mío,	la mía	los míos,	las mías	<i>mine</i>
el tuyo,	la tuya	los tuyos,	las tuyas	<i>yours</i> (familiar)
el suyo,	la suya	los suyos,	las suyas	{ <i>his, hers, its,</i> <i>yours</i> (formal)

el nuestro	los nuestros	} <i>ours</i>
la nuestra	las nuestras	
el vuestro	los vuestros	} <i>yours</i> (familiar)
la vuestra	las vuestras	
el suyo, la suya	los suyos, las suyas	} <i>theirs, yours</i> (formal)

149. The Possessive Pronoun *el suyo, la suya*, etc. — The same confusion may arise in the use of the possessive pronouns of the third persons as in the use of the possessive adjectives of the third person (see § 143). The ambiguity, should it arise, may be avoided by using the definite article followed by *de* and the proper personal pronoun. Thus:

Either el suyo, la suya, los suyos, las suyas	} or	}	el de él, la de él	} <i>his</i>
			los de él, las de él	
		}	el de ella, la de ella	} <i>hers</i>
			los de ella, las de ella	
		}	el de usted, la de usted	} <i>yours</i>
			los de usted, las de usted	
		}	el de ellos, la de ellos	} <i>theirs, m.</i>
			los de ellos, las de ellos	
}	el de ellas, la de ellas	} <i>theirs, f.</i>		
	los de ellas, las de ellas			
}	el de ustedes, la de ustedes	} <i>yours</i>		
	los de ustedes, las de ustedes			

150. The neuter article *lo* (see § 56, B, 3) before the masculine singular forms of the possessive pronouns is equivalent to *what is mine, yours*, etc., or *that which is mine, yours*, etc.

lo mío,	<i>what is mine.</i>
lo nuestro,	<i>what is ours.</i>
lo suyo,	<i>what is his, hers, yours, its, theirs.</i>

151. Future and Conditional Indicative. — The endings of these two tenses in all three conjugations are:

FUTURE		CONDITIONAL	
-é	-emos	-ía	-íamos
-ás	-éis	-ías	-íais
-á	-án	-ía	-ían

152. These endings are added to the full infinitive of regular verbs instead of to the stem of the infinitive. If we do so with the three model verbs, we have:

Comprar, to buy

FUTURE	CONDITIONAL
compraré, <i>I shall or</i>	compraría, <i>I should or</i>
comprarás <i>will buy</i>	comprarías, <i>would buy</i>
comprará	compraría
compraremos	compraríamos
compraréis	compraríais
comprarán	comprarían

Vender, to sell

venderé, <i>I shall or will</i>	vendería, <i>I should or would</i>
venderás <i>sell</i>	venderías <i>sell</i>
venderá	vendería
venderemos	venderíamos
venderéis	venderíais
venderán	venderían

Vivir, to live

viviré, <i>I shall or will live</i>	viviría, <i>I should or would live</i>
vivirás	vivirías
vivirá	viviría
viviremos	viviríamos
viviréis	viviríais
vivirán	vivirían

NOTES. 1. The endings of the conditional are identical with those of the past descriptive of the second and third conjugations (see § 130), but note that the endings of the past descriptive are added to the stem of the infinitive and those of the conditional to the full infinitive.

2. Besides denoting futurity, the English auxiliary *will* is used to express willingness. In this case, it should be translated by the proper form of *querer*, *to wish, to be willing*.¹

¿Quiere Vd. dar a Pablo su libro? *Will you give your book to Paul?*

3. For the proper translations of *would*, see § 131, note.

4. When *should* is equivalent to *ought to*, it must be translated by the proper form of *deber* (see § 99, 2, note).

153. The future and the conditional of *ser* and *estar* are regular. Those of *haber* and *tener* are slightly irregular.

FUTURE	CONDITIONAL
habré, <i>I shall or will have</i>	habría, <i>I should or would have</i>
habrás	habrías
habrá	habría
habremos	habríamos
habréis	habríais
habrán	habrían

FUTURE	CONDITIONAL
tendré, <i>I shall or will have</i>	tendría, <i>I should or would have</i>
tendrás	tendrías
tendrá	tendría
tendremos	tendríamos
tendréis	tendríais
tendrán	tendrían

154. *Acabar de* and *Volver a*. — The present indicative and the past descriptive of the verb *acabar*, when followed by *de* and an infinitive, indicate idiomatically an action just completed in the present or past respectively.

Acabamos de recibir una carta. *We have just received a letter.*

Acababa de llegar. *He had just arrived.*

¹ The present indicative of *querer*, *to wish*, is like that of *perder*, *to lose* (see § 110). For the full conjugation of *querer*, see § 326.

Any part of the verb **volver** followed by **a** and an infinitive means idiomatically *to* (what the infinitive expresses) *again*.

Vuelve a llamar.

He calls again.

Volví a cerrar la puerta.

I closed the door again.

155.

Exercises

I

A. — *Study and translate these phrases:* 1. Mi padre y mi madre. 2. Mis padres. 3. Tu padre y tu madre. 4. Tus padres. 5. Mi padre y el tuyo. 6. Tu padre y el mío. 7. Tus padres y los míos. 8. Mis padres y los tuyos. 9. El padre de él y el mío. 10. Mi padre y el de él (el suyo). 11. ¿Desea Vd. mi libro? 12. Tengo el mío propio. 13. Mi padre tiene su casa propia. 14. La mía también es propia. 15. Debemos amar a nuestros padres. 16. Nosotros, nuestros amigos y los de vosotros. 17. Vosotras, vuestras amigas y las de nosotras. 18. Ellos, sus amigos y los de nosotros. 19. Ellas, sus amigas y las de usted. 20. Usted, sus amigos y los de ella. 21. Ustedes, sus amigos y los de ellos.

II

1. Mi primo Enrique acaba de comprar una hacienda cerca de la mía. 2. La de él tiene 200 acres; la mía que yo acabo también de comprar tiene solamente 60 acres. 3. La suya es apropiada para el cultivo de la caña de azúcar, y el año pasado la cosecha ascendió a 4000 toneladas de caña. 4. Por consiguiente Enrique decidió que el año próximo volvería a cultivar la caña. 5. Su hacienda tiene muchos edificios que acaban de ser construidos. 6. La mía tiene la vivienda, donde viviré con mi familia; el granero donde guardaré el heno, mis carros, mis aperos de labranza y mis herramientas; el establo

donde estará el ganado que voy a comprar; y el gallinero que será para mis gallos y mis gallinas. 7. Mi primo y yo no tendremos en nuestras haciendas los mismos aperos de labranza. 8. Al principio era entendido que él guardaría los suyos en su hacienda y que yo guardaría los míos en la mía, pero era también entendido que yo usaría los suyos y que él usaría los míos; en fin, que todo lo mío sería suyo¹ y que todo lo suyo sería mío.¹ 9. El año que viene² volveré a cultivar legumbres. 10. Primero fertilizaré y labraré bien mis campos, y después sembraré mis legumbres. 11. Enrique prometió que llevaría mi cosecha a la ciudad con la suya, donde vendería una parte a los hoteles y el resto en el mercado.

B. — *Write a classified list of all new words found in A.*

C. — *Answer the following questions: ¿Qué ha comprado Enrique? ¿Es la hacienda de Enrique más grande o más pequeña que la mía? ¿Para qué es apropiada la suya? ¿Qué cultivará Enrique en la suya el año que viene? ¿Qué cultivaré yo en la mía? ¿Qué edificios tiene mi hacienda? ¿Cómo usaremos los aperos de labranza de nuestras haciendas? ¿Qué prometió Enrique? ¿Dónde vendemos nuestras cosechas?*

D. — *Reread text II, replacing mi primo Enrique by mis primos and yo by nosotros, and making all the necessary changes.*

E. — *Replace the dashes by the proper possessive pronouns, and translate: 1. Yo amo a mis padres y Vd. ama a —. 2. Ellas alabaron a sus hermanos y nosotros alabaremos a —. 3. Tú venderás tus legumbres a los hoteles y ellos venderán —³ en el mercado.*

¹ After *ser*, the definite article is not expressed before *mío*, *tuyo*, *suyo*, etc. to make the possessive pronoun.

² The present indicative of *venir*, *to come*, is irregular in the following italicized persons: *vengo* (I come), *vienes*, *viene*, *venimos*, *venís*, *vienen*. For the full conjugation see § 339.

³ Use two forms (see § 149).

4. Vds. volverán a ir a su casa y yo volveré a ir a —. 5. Era entendido que lo nuestro sería vuestro y que — sería —. 6. Yo acababa de escribir mis ejercicios y Vds. acababan de escribir —. 7. Yo aprendí mi lección pero él no aprendió —.

F. — *Give the full future and the full conditional of:* 1. Viajar por la América del Sur. 2. Escribir cartas. 3. No entender nada. 4. Estar cansado. 5. Tener calor.

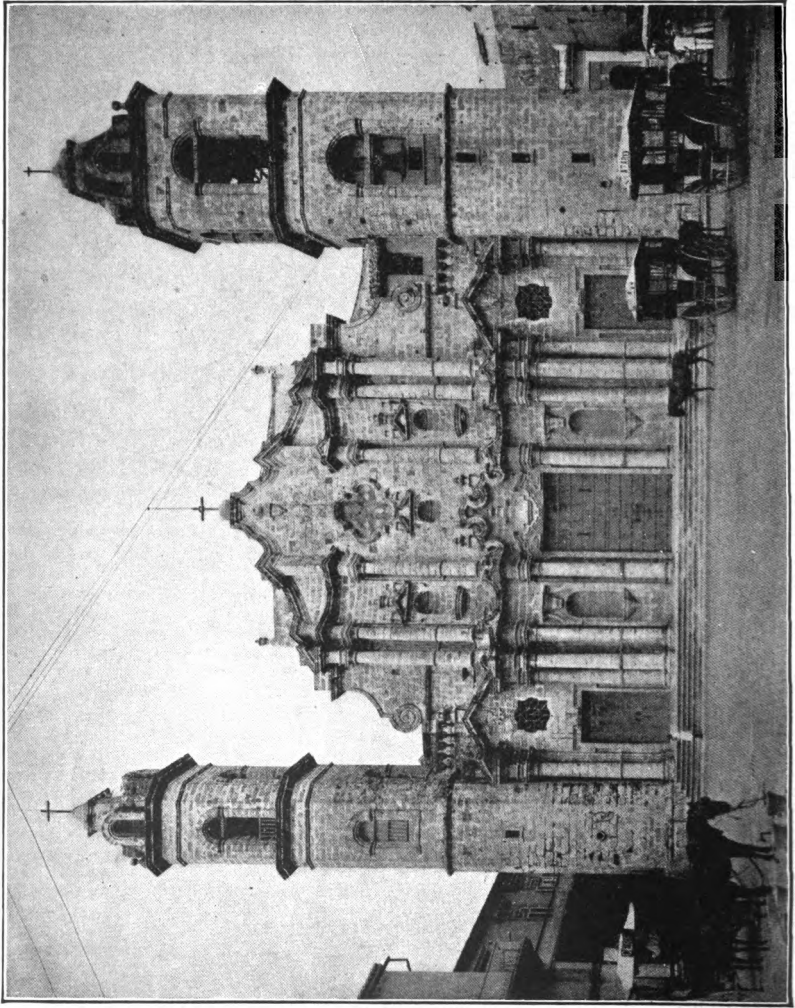
G. — *Give the present indicative and the past descriptive of acabar de partir, and translate.*

H. — *Give the present indicative, the past descriptive, the past absolute, the present perfect, the future and the conditional of volver a ir al hotel.*

156. Review Exercises (*especially Lessons XV–XVII*)

A. — *Translate possessives in all possible ways:* 1. My book, your (*fam.*) book, his book, his books, her book, your (*formal*) books, their books. 2. Our, your (*fam.*), his, her friend (*m. and f.*). 3. Our, your, his, her friends (*m. and f.*). 4. A friend of mine, of yours (*sing. fam. and form.*), of his, of hers, of ours, of yours (*plur. fam. and form.*), of theirs (*m. and f.*). 5. The house is mine, yours (*sing. fam. and form.*), his, hers, ours, yours (*plur. fam. and form.*), theirs (*m. and f.*). 6. Your house and mine; our house and theirs (*m. and f.*); his house and hers. 7. He has his hat in his hand; she has a book in her hand.

B. — 1. Mr. and Mrs. Rodriguez arrive in the waiting room of a railroad station with a porter who carries their valises. 2. Mr. Perez is waiting for his friends. 3. Mr. Perez and Mr. Rodriguez have their vacations and all are going to the country where they will have their annual rest on a farm that the Rodriguez have just bought. 4. — Have you no baggage, Mr. Perez? — No, I sent mine yesterday. Here is my check. I also bought my tickets yesterday. — Well, we have to buy ours. We shall come back



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soon. 5. They go to the ticket office and buy their tickets. 6. Each passenger must also check his trunks. 7. When the Rodriguez go to check theirs at the baggage office, they find that there is an excess of weight. 8. They pay and get their checks. 9. Mrs. Rodriguez gives hers to her husband. 10. They come back to the waiting room where their friend is.

C. — 1. The hour of the departure of their train arrives. 2. Many passengers take the same train. 3. They go from the waiting room to the platform where they see an express train with many cars. 4. Porters arrive carrying the luggage of the passengers into the cars and they receive tips. 5. Each porter receives his. 6. We enter the parlor car where we find our seats. 7. Did you find yours? 8. Where is mine? 9. Mrs. Rodriguez finds hers. 10. Mr. Perez has just found his. 11. Our train departs and we open the windows which are near our seats. 12. We shall ask the conductor if we must change cars. 13. We shall change cars twice. 14. At the beginning, passengers look at the scenery, read their papers or talk to their friends. 15. Then we see some gentlemen go to the smoking car and some ladies to the sleeping car. 16. The train has just stopped at the station and we get off the car and go to our new farm.

D. — Some farmers are in a railroad station, waiting for the train and talking of their farms, their harvests, their buildings, their farm implements and their cattle.

— The farm that I have just sold has fewer acres than yours, but has more buildings and a larger dwelling house. — Mr. Perez thinks that his is better¹ suited than mine for the raising of vegetables. — Yes, but I think that our harvest of sugar-cane will amount to more tons than yours and his together. Therefore next year we shall fertilize and till our fields still better than last year and we shall raise sugar-cane again. — Next year my wife will have as many hens and roosters as yours, for we shall build more

¹ Use *más*.

chicken coops. — You think, Mr. Garcia, that your horses and your cattle are worth more than mine, but my barns are larger and my stables are lighter than yours.

E. — Last year my neighbor thought that his crop of hay and vegetables would amount to more tons than mine, but he was wrong. — We have just decided that next year we shall sow vegetables again. I shall take mine to the city in my cart. I have promised Mr. Perez that I would take his with mine. Therefore it will be impossible to take yours, my cart being too small. — Mr. Lopez sells his to hotels and I sell mine in the market place. Last year he wanted to get more money for his than they were worth. He sold only a few and he kept the rest. — Our neighbors and we have just decided that we would keep all our own tools and farm implements on¹ our own farms and that they would keep theirs on¹ theirs, but that they would use ours and that we would use theirs. In short it is understood that all that is ours will be theirs and that all that is theirs will be ours.

LESSON XVIII

Demonstrative Adjectives and Pronouns

157. The demonstrative adjectives agree in gender and number with the noun they modify. They are:

SINGULAR		PLURAL	
<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
este	esta	estos	estas, <i>this, these</i>
ese	esa	esos	esas, <i>that, those</i>
aquel	aquella	aquellos	aquellas, <i>that yonder, those yonder</i>

¹ Use *en*.

158. With regard to place, **este** refers to what is near the speaker; **ese** to what is near the person spoken to; **aquel** to what is remote from both.

With regard to time, **este** refers to the present; **ese** to a near period in the past; **aquel** to a remote time.

este libro, *this book*.

este año, *this year*.

ese libro, *that book (near you)*.

esos años, *those years*.

aquel libro, *that book (yonder)*.

aquel siglo, *that century*.

159. The demonstrative adjectives regularly precede the noun. They may, however, follow it in certain expressions to denote emphasis, anger or contempt. In the latter case they require the written accent.

este hombre, *this man*.

el hombre éste, *this fellow (anger or contempt)*.

NOTE. In correspondence, **en (de, a) ésta**, and **en (de, a) ésa** are commonly used elliptically with some word like **ciudad** understood.

Todos en ésta estamos bien.

We are all well here (in this city).

¿**Cómo están** ustedes en ésa?

How are you there (in that city)?

160. **Demonstrative Pronouns**. — They have the same form as the demonstrative adjectives and are distinguished from the latter only in that they bear the written accent-mark over the stressed syllable. They agree in gender and number with their antecedent.

161. The neuter demonstrative pronouns do not represent a noun, but refer to a whole phrase, sentence, idea, or things not mentioned by name; that is why they have no plural form.

As they have no corresponding adjective forms, they need no accent-mark to distinguish them.

162.

SINGULAR		
<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
éste	ésta, <i>this (one)</i>	esto, <i>this</i>
ése	ésa, <i>that (one)</i>	eso, <i>that</i>
aquéel	aquélla, <i>that (one)</i>	aquello, <i>that</i>
PLURAL		
	éstos	éestas, <i>these</i>
	ésos	ésas, <i>those</i>
	aquéellos	aquéllas, <i>those</i>

Los libros que tiene no son suyos; éste es de su hermano, aquél de su primo.	<i>The books he has are not his; this one is his brother's, that one, his cousin's.</i>
No quiero estas manzanas; quiero aquéllas.	<i>I do not want these apples; I want those.</i>
¿Cree usted eso?	<i>Do you believe that?</i>
Quiero esto.	<i>I want this.</i>
Eso es.	<i>That's it.</i>

163. The definite article before a relative clause or before a phrase of characteristic introduced by *de*, generally takes the place of a demonstrative or personal pronoun.

El que quiero es muy caro.	<i>The one (which) I want is very dear.</i>
El que ganó recibió un premio.	<i>The one who won received a prize.</i>
Lo que quiero es la verdad.	<i>What I want is the truth.</i>
El del sombrero negro.	<i>The one with the black hat.</i>
Mi sombrero y el de mi hermano.	<i>My hat and my brother's.</i>
Lo del robo.	<i>The affair (lit. that) of the robbery.</i>

164. The demonstrative adjective *aquel* may often be used instead of the article, especially when the following relative is the object of a preposition.

Aquel del sombrero negro.	<i>The one with the black hat.</i>
Aquel de quien hablamos.	<i>The one of whom we are speaking.</i>

165. In contrasted clauses, *aquél* is equivalent to *the former*; *éste*, to *the latter*.

Juan y Pedro son estudiantes; éste es aplicado, aquél no. *John and Peter are students; the latter is diligent, the former is not.*

166. **Forms for Greeting.** — The most commonly used salutations are:

¡Buenos días! <i>Good morning!</i>	¿Cómo lo pasa Vd.? <i>How are you?</i>
¡Buenas tardes! <i>Good afternoon!</i>	¡Hola! <i>Hello!</i>
¡Buenas noches! <i>Good night!</i>	¿Qué tal? <i>How goes it? (familiar).</i>

NOTE. The first three may also be used in leave-taking.

Forms for Leave-Taking.

¡Abur! <i>Good-bye!</i>	¡Hasta la vista! <i>Until we meet again! au revoir!</i>
¡Adiós! <i>Farewell!</i>	
¡Hasta luego! <i>Until later, I'll see you later!</i>	¡Que lo pase Vd. bien! <i>Good luck!</i>
¡Hasta mañana! <i>Until to-morrow!</i>	¡Vaya Vd. con Dios! <i>Good-bye, God be with you!</i>

167.

Exercises

- A. — ¡Buenos días, Don José! ¿Cómo está Vd.?
 — ¡Hola, Manuel! ¿Cómo estás?
 — Muy bien, gracias; ¿y su señora esposa?
 — Está en Sevilla con mis dos hijas, pero escribe que todas, gracias a Dios, están bien. ¿Qué tal en tu casa?
 — Muy bien, gracias. ¿Pero ha leído Vd. esto?
 — ¿Qué es eso, Manuel?
 — Un artículo anunciando una revolución en Sud América.
 — ¿Qué periódico es ése?
 — Este es "El Mundo" de hoy, la última edición de esta mañana.
 — Yo nunca leo ese periódico, Manuel, porque exagera

mucho. Yo leo casi siempre "El Heraldó." En mi concepto, los principales diarios de esta ciudad son éste y "La Gaceta," y entre los periódicos ilustrados, "El Gráfico."

— ¿Qué mira Vd. primero en el diario, Don José?

— Primero leo las noticias del extranjero, después los artículos de fondo, las noticias del interior, las gacetillas, los casamientos y los fallecimientos, y después, si tengo tiempo, los anuncios. A propósito, ¿ves al hombre que mira en esta dirección?

— ¿El del sombrero negro?

— No, el que lleva el bastón. Ese es el redactor de "La Gaceta."

— Precisamente voy ahora a la redacción de ese periódico para poner un anuncio en la columna de pérdidas y hallazgos.

— Espero que volverás a hallar lo que has perdido.

— Pues, ¡hasta la vista, Don José!

— ¡Adiós, Manuel!

B. — *Write the classified list of the new words found in A.*

C. — *Answer the following questions: ¿Quiénes hablan? ¿Qué periódico tiene Manuel? ¿De qué artículo habla Manuel a Don José? ¿Qué periódico lee Don José? ¿Qué lee primero en el periódico? ¿Adónde va Manuel? ¿Para qué? ¿A quién ve Don José?*

D. — (a) *Put the proper form of (1) este, (2) ese, (3) aquel, before each of these nouns, and (b) put each phrase in the plural:* — cuarto grande; — hermosa niña; — casa blanca; — buque inglés; — muchacho perezoso; — flor roja; — rey bueno; — pequeña silla; — vestido negro; — periódico ilustrado.

E. — *Replace the dashes by the proper demonstrative adjective or proper demonstrative pronoun or equivalent:* 1. — jardín es grande; — es pequeño. 2. — papel es azul; — es blanco. 3. — hombres son ricos; — son pobres. 4. — ejercicios son — de un muchacho inteligente. 5. La casa del señor Blanco y — de su sobrino están

cerca de — de nosotros. 6. — sombrero es — del maestro. 7. Voy en — dirección; ella va en —. 8. Alabo a — niño y no a —; — del sombrero blanco es perezoso. 9. — señores son amigos de mi tío; — son — de mi padre. 10. ¿Acaba Vd. de leer — periódico o —?

F. — *Replace the singular by the plural and vice-versa:* 1. Estos discípulos entienden todo; ésos no entienden nada. 2. Compraré esta hacienda y Vd. comprará ésa. 3. ¿Ves a aquel hombre? — ¿El del sombrero negro? — No, el que tiene un bastón. 4. Nunca leen ni estos periódicos ni aquéllos. 5. El que llegó primero, recibió un premio.

168. Review Exercise (*especially Lesson XVIII*)

A. — Mrs. Garcia is visiting Mrs. Vidal.

— Good morning, Mrs. Garcia. — How are you, Mrs. Vidal?
 — Very well, thank God. How are your husband and your sons?
 — They are now in San Francisco and in his last letter my husband wrote that they were all well. — You were reading the papers when I entered. What paper have you in your hand? — This one is “The Herald” and that one on the table is “The World.” — We never buy those. What is, in your opinion, the best in this city?
 — I always thought that these two papers were the best. This one has the best home news and the best editorials, but that one has the best news from abroad. — But don’t you think that they exaggerate a great deal? One day they announce a new revolution in this country; another day, in that country. Then they have too many columns of advertisements. — Did you read this morning the last edition of “The Gazette”? — What news has it? — It announces the marriage of one of Mrs. Gonzalez’ daughters. — Of the younger or of the elder? — Of the one with the large mouth.
 — No, I did not read that notice. At home we have no time to read all that miscellaneous news, all those marriage notices and death notices. — Don’t you sometimes read the advertisements?
 — When we lose something, we look at the “lost and found” columns.

B. — Do you never buy that illustrated paper which is on that small table? Its editor is a very good friend of ours. He lives in that house which is on the little square.¹ — The one with the very large window, or the one with three stories? — He lives in the first one²; the other is his brother's. Do you see the ladies who are going in that direction? They are his wife and his sister. The one with the blue dress is his wife; the one with the large white hat is his sister. — Who are those gentlemen who are talking with those ladies? — Those who have canes are the editor of "The Graphic" and his sons. Those who look in this direction are their friends. — Well, good-bye, Mrs. Vidal, I had a very pleasant afternoon. — Until we meet again! Good luck!

LESSON XIX

Object Personal Pronouns

169. They are of two classes, those that are governed by verbs as direct or indirect objects, and those that are the objects of prepositions.

The first are called *conjunctive*, the second *prepositional*. The following table shows both classes in their relations to each other, as well as to the subject personal pronouns.

SUBJECT	PREPOSITIONAL	DIRECT OBJECT (Accusative)	INDIRECT OBJECT (Dative)
yo	mf, <i>me</i>	me, <i>me</i>	me, <i>to me</i>
tú	ti, <i>you</i>	te, <i>you</i>	te, <i>to you</i>
él	él, <i>him, it</i>	le, lo, <i>him, it</i>	le, <i>to him, to it</i>
ella	ella, <i>her, it</i>	la, <i>her, it</i>	le (la) <i>to her, to it</i>
ello (neuter)	ello, <i>it</i>	lo, <i>it</i>	
usted	usted, <i>you</i>	{ le, m., } la, f., } <i>you</i>	le, <i>to you</i>

¹ See § 126.

² Omit.

	$\left\{ \begin{array}{l} \text{himself} \\ \text{herself} \\ \text{itself} \\ \text{yourself} \end{array} \right.$	$\left\{ \begin{array}{l} \text{himself} \\ \text{herself} \\ \text{itself} \\ \text{yourself} \end{array} \right.$	$\left\{ \begin{array}{l} \text{to himself} \\ \text{to herself} \\ \text{to itself} \\ \text{to yourself} \end{array} \right.$
	$\left. \begin{array}{l} \text{sí} \\ \text{nosotros,} \\ \text{nosotras,} \\ \text{vosotros,} \\ \text{vosotras,} \end{array} \right\}$	$\left. \begin{array}{l} \text{us} \\ \text{nos, us} \\ \text{os, you} \end{array} \right.$	$\left. \begin{array}{l} \text{nos, to us} \\ \text{os, to you} \end{array} \right.$
ellos	ellos, <i>them</i>	les, los, <i>them</i>	les, <i>to them</i>
ellas	ellas, <i>them</i>	las, <i>them</i>	les (las), <i>to them</i>
ustedes	ustedes, <i>you</i>	$\left. \begin{array}{l} \text{les, m.,} \\ \text{las, f.,} \end{array} \right\}$	$\left. \begin{array}{l} \text{you} \\ \text{les, to you} \end{array} \right.$
	$\left\{ \begin{array}{l} \text{themselves} \\ \text{each other} \\ \text{yourselves} \end{array} \right.$	$\left\{ \begin{array}{l} \text{themselves} \\ \text{each other} \\ \text{yourselves} \end{array} \right.$	$\left\{ \begin{array}{l} \text{to themselves} \\ \text{to each other} \\ \text{to yourselves} \end{array} \right.$
	$\left. \begin{array}{l} \text{sí,} \\ \text{nosotros,} \\ \text{nosotras,} \\ \text{vosotros,} \\ \text{vosotras,} \end{array} \right\}$	$\left. \begin{array}{l} \text{se,} \\ \text{nos, se,} \\ \text{os, se,} \end{array} \right.$	$\left. \begin{array}{l} \text{se,} \\ \text{to se,} \\ \text{to se,} \end{array} \right.$

NOTES. 1. The neuter pronoun *lo* can be used only to represent a phrase, sentence or idea. (See § 150.)

¿Ha leído Vd. esto?
No lo he leído.

Have you read this?
I have not read it.

2. In the third person singular and plural masculine, in the direct object column, two forms are given, *le* or *lo*, singular; *les*, *los*, plural. Either form may be used to refer to persons, but generally only the second forms *lo*, *los*, when referring to things.

3. For reasons given in § 59, *usted* requires the third person object pronoun.

4. In the list of indirect objects, the third person feminine forms given in parentheses (*las*) (*la*), are rarely used.

170. Position of the Object Personal Pronoun. — A pronoun that is the object of a verb stands immediately before the verb.

El me llama.
Ella nos alaba.
No me han alabado.

He calls me.
She praises us.
They have not praised me.

EXCEPTION. If the verb be in the infinitive, present participle, affirmative imperative¹ or subjunctive used as an imperative, the object pronoun follows and is attached to the verb as a suffix.

The verb is still stressed upon the same syllable as before, so that if, by the addition of this suffix, the stressed syllable is one preceding the penult, it must bear the written accent.

date, to give you.

llamándome, calling me.

NOTE. In English the pronouns *him*, *her*, and *them* may be either direct or indirect objects. In Spanish, however, when they are direct objects one set of pronouns must be used, and when indirect objects another set.

El la ve.

He sees her.

El le trae un libro.

He brings her (to her) a book.

Quiero verlos para decirles.

I wish to see them (direct object) in order to tell them (indirect object).

The masculine form *le*, meaning *him* and *to him*, may be used either as direct or indirect object.

Quiero verle.

I wish to see him (direct object).

Quiero decirle.

I wish to tell him (indirect object).

171. When the verb begins the sentence or clause, the object personal pronoun may follow any verb-tense in the affirmative. This is quite common in the written language, in literary style, but rare in the spoken language. Compare:

Contestóle el viajero (literary).

Le contestó el viajero (ordinary).

The traveler answered

him.

172. When an infinitive or a present participle is used with an auxiliary verb or verb used as an auxiliary, the object personal pronoun may either precede the auxiliary or follow the infinitive or the present participle.

¹ Examples with the affirmative imperative will be given later (see § 231).

Le quiero hablar.	} <i>I wish to speak to him.</i>
Quiero hablarle.	
Le estoy escribiendo.	} <i>I am writing to him.</i>
Estoy escribiéndole.	

173. The Prepositional Object Personal Pronoun. — The prepositional form of the personal pronoun (see § 169) is required whenever it is the object of a preposition.

El tiene un libro para mí.	<i>He has a book for me.</i>
El habla de nosotros.	<i>He speaks of us.</i>

174. When the reflexive pronoun *sí* or *mí* or *ti* is used with the preposition *con*, *with*, they are joined to the preposition, and the syllable *-go* is added to the combination, the whole forming one word. Thus:

conmigo, *with me*; *contigo*, *with you*; *consigo*, *with himself, herself, yourself* (formal), *themselves or yourselves* (formal).

175. The prepositional form is often used in addition to the conjunctive form. This may be done merely for emphasis as in the case of the conjunctive forms of the first and second persons (the same effect is produced in English by stress of the voice), or it may be necessary for clearness as in the case of the conjunctive forms of the third persons.

(a) For emphasis. Compare:

¿Me llama Vd.?	<i>Are you calling me?</i>
¿Me llama Vd. a mí?	<i>Are you calling me?</i>

(b) For clearness. Compare:

Le vendo,	{	<i>I sell to him.</i>	Le vendo a él, <i>I sell to him.</i>
		<i>I sell to her.</i>	Le vendo a ella, <i>I sell to her.</i>
		<i>I sell to you.</i>	Le vendo a usted, <i>I sell to you.</i>

176.

Exercises

A. — *Study and translate:* 1. Me; para mí; de mí; conmigo. 2. Ella me desea hablar. 3. Ella desea hablarme. 4. Hablándome; respondiéndome. 5. Te respondo; te hablo; hablo de ti; hablo contigo. 6. Le hablo a él; hablo con él; deseo hablarle; deseo verlo. 7. Le hablo a ella; deseo verla y hablarle; hablo de ella; hablo con ella. 8. Le hablo a Vd.; deseo verle a Vd. para hablarle; hablo de Vd.; hablo con Vd. 9. ¿Han leído Vds. esto? No lo hemos leído.

B. — 1. Nosotr̄os hablamos con él de Vd. 2. El nos responde. 3. Vosotr̄os me preguntáis; yo os respondo. 4. Ellas me responden cuando yo les pregunto. 5. Deseo verlas para preguntarles. 6. Las visito y les pregunto. 7. Ellos me hablan a mí y yo les respondo a ellos. 8. Hablándoles les enseño. 9. El me trae¹ un regalo a'mí. 10. El le escribe una carta a Vd. 11. El la manda. 12. Yo le compro un libro a él. 13. Deseo mandarlo hoy. 14. Lo mando por correo.

C. — ¿Es Vd. el señor Escobar? — Servidor de Vd., ¿deseaba Vd. verme? — Sí, señor, deseo hablar con Vd. — ¿De qué desea Vd. hablarme? — Deseo preguntarle si tiene Vd. un destino vacante en su oficina. El destino no es para mí; es para mi hijo que está cesante y deseo colocarlo. Tiene dos niñas y necesita dinero para educarlas.

D. — 1. Una casa de comercio tiene su principal y los empleados o dependientes. 2. Estos son el tenedor de libros, el cajero, el corresponsal, el taquígrafo o estenógrafo, y varios otros para las diferentes operaciones del comercio moderno.

¹ The present indicative of *traer*, *to bring, to carry*, is regular except in the first person singular, *traigo, I bring, traes, trae, traemos, traéis, traen*. For the full conjugation see § 330.

3. El tenedor de libros lleva los libros, el diario y el mayor.
 4. Todas las noches los guarda en la caja de hierro. 5. Al fin del año hace el balance para saber¹ el estado de los negocios. 6. El cajero tiene los fondos a su cargo y lleva cuenta de las entradas y salidas en metálico, anotándolas en su libro de caja. 7. Las cuentas también están a su cargo y él debe recibirlas y pagarlas. 8. El corresponsal tiene a cargo la correspondencia. 9. El recibe las cartas y las contesta. 10. El principal le indica lo que tiene que decir² y él lo escribe en la carta. 11. Cuando el principal o el corresponsal desea escribir una carta, no la escribe él mismo. 12. Llama al estenógrafo y le dicta la carta. 13. Este escribe al dictado y después escribe la carta en la máquina de escribir. 14. Después la lleva al principal y éste la firma.

E. — *Write the classified list of new words found in texts A, B, C and D.*

F. — *Answer the following questions, based on C, using object personal pronouns whenever possible: ¿Qué pregunta un señor al señor Escobar? ¿Qué le contesta éste? ¿Para quién desea el señor un destino? ¿Por qué necesita dinero?*

Based on D. ¿Quiénes son los empleados de una casa de comercio? ¿Qué hace el tenedor de libros? ¿Qué hace el cajero? ¿Quién tiene a cargo la correspondencia? ¿Qué hace el principal cuando desea escribir una carta? ¿Qué hace el estenógrafo? ¿Qué hace al fin el principal?

G. — *Complete the following sentences by putting in the proper place the object personal pronouns: (a) mí or me; (b) ti or te; (c) noso-*

¹ The present indicative of *saber*, *to know*, is regular except in the first person singular: *sé*, *I know*, *sabes*, *sabe*, *sabemos*, *sabéis*, *saben*. For the full conjugation see § 327.

² The present indicative of *decir*, *to say, to tell*, is partly irregular: *digo*, *dices*, *dice*, *decimos*, *decís*, *dicen*. For the full conjugation see § 335.

tros or nos; (d) vosotros or os, and translate each sentence thus formed.

1. El . . . llama¹ 2. Ella . . . va . . . a . . . llamar
3. Ellos . . . amaban 4. Ella habló de 5. Ella . . . está
. . . escribiendo 6. ¿Llegó él con . . . ?

H. — Complete the following sentences by adding in the proper places the object personal pronouns: (a) Vd. or le, la; (b) Vds. or les, las, and translate each sentence thus formed.

1. . . . he . . . mostrado . . . mi sombrero nuevo.² 2. Ella acaba de hablar de . . . 3. Ellos . . . desean . . . ver . . .² 4. ¿Partirá ella con . . . ? 5. . . . traigo . . . un libro nuevo . . .² 6. No . . . entendió . . .² 7. Ellas . . . están . . . llamando . . .²

I. — Replace the italicized words by the corresponding object personal pronouns. 1. El principal llama *al*³ *estenógrafo*. 2. Llama a los *estenógrafos*. 3. No habla con *el cajero*. 4. No habla con los *cajeros*. 5. Desea ver *al tenedor de libros*. 6. Desea ver a los *tenedores de libros*. 7. ¿Ha dictado el corresponsal una carta *al estenógrafo*? 8. No ha dictado cartas *a los estenógrafos*. 9. Escribiría *la carta*. 10. No escribiría *las cartas*. 11. Yo recibí *el dictado*. 12. El acaba de firmar *la carta*. 13. Estoy llevando el diario *al principal*. 14. ¿Debe recibir el cajero *las cuentas*? 15. El cajero sabe *el estado de los fondos*.

¹ All blanks are not necessarily to be filled in.

² Apply § 175.

³ Students must bear in mind that a noun, although preceded by the expletive personal *a*, remains a direct object, and that this expletive personal *a* must not be used in connection with a direct object personal pronoun.



Courtesy of Lamport and Holt Line.

CHRIST OF THE ANDES

On a tablet is this inscription:

“Sooner shall these mountains crumble to dust than the people of Argentina and Chile break the peace to which they have pledged themselves at the feet of Christ the Redeemer.”

LESSON XX

Reflexive and Reciprocal Verbs. — Passive Voice

177. A reflexive verb is one whose subject acts upon itself. The only true Spanish reflexive pronoun is *se* (see § 169). Its prepositional form is *sí* (see §§ 169, 174). For the first and second persons, the regular object personal pronouns are used.

178. *Amarse, to love oneself.*

PRESENT INDICATIVE

yo me amo, *I love myself*

tú te amas

él	} se ama
ella	
Vd.	

nosotros (-as) nos amamos

vosotros (-as) os amáis

ellos	} se aman
ellas	
Vds.	

PRESENT PERFECT

yo me he amado, *I have loved myself*

tú te has amado

él	} se ha amado
ella	
Vd.	

nosotros (-as) nos hemos amado

vosotros (-as) os habéis amado

ellos	} se han amado
ellas	
Vds.	

179. Any transitive verb, if the meaning permits it, may be used as a reflexive verb.

*alabar, to praise.**engañar, to deceive.**alabarse, to praise oneself.**engañarse, to deceive oneself, be mistaken.*

180. Some verbs have a different meaning when used reflexively.

*ir, to go.**dormir, to sleep.**irse, to go away.**dormirse, to fall asleep.*

181. Many Spanish verbs are never used in any other way than as reflexives. They are usually *not* to be translated into English as reflexives.

acordarse, to remember.

atreverse a . . . , to dare to . . .

182. **Reciprocal Verbs.** — A reflexive verb is called reciprocal when its subject represents two or more persons or things acting upon each other.

Nos amamos.

We love each other.

Se visitan.

They visit each other.

NOTE. The forms *uno . . . otro, el uno al otro, el uno del otro, unos . . . otros, etc.*, may be added for clearness' sake.

Nos amamos el uno al otro.

We love each other.

Se hablan uno a otro.

They talk to each other.

183. The Passive Voice. (See § 103, 5.)

ser amado (-a, -os, -as), to be loved

PRESENT INDICATIVE

PRESENT PERFECT

soy amado, -a, I am loved

he sido amado, -a, I have been loved

eres amado, -a

has sido amado, -a

es amado, -a

ha sido amado, -a

somos amados, -as

hemos sido amados, -as

sois amados, -as

habéis sido amados, -as

son amados, -as

han sido amados, -as

184. **The Reflexive as a Substitute for the Passive.** — The passive voice is not so much used in Spanish as in English. If possible, the Spaniard employs the active voice and especially the reflexive if the verb is in the third person. In the latter case the construction has the reflexive form but the passive meaning.

Aquí se habla español.
Las lecciones se estudian.

*Spanish is spoken here.
The lessons are studied.*

instead of

Aquí el español es hablado.

Las lecciones son estudiadas.

NOTE. The particle *se*, besides its use as a reflexive pronoun and in the formation of the passive, may express the English indefinites *one*, *they* (compare the French "on" or the German "man"), with the verb in the third person singular.

Se muere por la libertad.
En casa se come tarde.

*One dies for liberty.
At home they dine late.*

185. Passive Absolute.— A past participle agreeing in number and gender with a noun or pronoun may be used instead of a passive construction introduced by a conjunction.

Terminada la función, salimos (When) the performance (was)
del teatro. ended, we left the theater.

186. Learn all the tenses of the indicative of the following irregular verbs:

poner, *to place, to put*, § 325; salir, *to come out, to go out*, § 338; and ir, *to go*, § 336.

187. *To become* is rendered by **ponerse** when followed by an adjective, by **hacerse** when followed by a noun.

Se puso enfermo.
Se hacen hombres.

*He became ill.
They become men.*

188. Idiomatic Expressions.

Me pongo la ropa.
Se pone el sombrero.
La criada pone la mesa.
El sol se pone en el oeste.
Los pájaros se pusieron a cantar.

*I dress myself.
He puts on his hat.
The maid sets the table.
The sun sets in the west.
The birds began to sing.*

189.

Exercises

A. — 1. Yo me llamo Juan. 2. Mi primo se llama Manuel. 3. Nos amamos mucho uno a otro y nos llamamos hermanos. 4. ¿Se visitan Vds. cada día? 5. Nos acostamos y nos levantamos. 6. ¿Se pusieron ellas enfermas en Madrid? 7. Somos alabados. 8. Estamos perdidos. 9. Ella era amada de¹ todos. 10. ¿Serían Vds. recibidos? 11. El año se divide en doce meses. 12. Aquí se habla inglés. 13. No se permite fumar. 14. Se prohíbe fumar. 15. Se muere² por la patria. 16. Aquí se vendían libros. 17. Todo se ha entendido.

B. — 1. Cuando tengo sueño, voy a mi cuarto. 2. Me quito la ropa y me preparo para acostarme. 3. Me acuesto y me tapo bien con las sábanas. 4. Pronto me duermo y paso la noche casi sin³ moverme. 5. Me despierto temprano. 6. Mi hermano también se despierta. 7. Nos llamamos y nos hablamos. 8. Después de levantarme, salgo de mi alcoba y voy al cuarto de baño donde me pongo a lavarme. 9. Terminado el baño, me pongo la ropa, voy al comedor donde me siento a la mesa, que la criada ha puesto, y desayuno solo. 10. En casa se desayuna tarde. 11. Mi madre no se levanta temprano. 12. Su desayuno se prepara en la cocina y se lleva a su cuarto.

C. — 1. El sol y la luna salen y se ponen. 2. El sol sale por⁴ oriente y se pone en⁴ occidente. 3. En el verano sale

¹ By after a passive verb is rendered by *por* if the action is physical; if not, by *de*.

² *Morir*, *to die*, and *dormir*, *to sleep*, change *o* to *ue* in the same persons and tenses as the Radical-changing Verbs of the first class (cf. *volver*, § 110), in addition to other irregularities (see § 256).

³ Spanish prepositions require the infinitive, not the present participle.

⁴ Note peculiar use of prepositions.

temprano y se pone tarde; en el invierno sale tarde y se pone temprano. 4. A la salida del sol, los pájaros se ponen a cantar. 5. Cuando quiero ver bien una salida o una puesta de sol, me pongo el sombrero y salgo de casa. 6. Anoche salimos a la playa y cuando se puso el sol el mar se puso muy tranquilo. 7. Las estrellas salen después que se pone el sol.

D. — *Write the classified list of all new words in texts A, B and C.*

E. — *Answer the following questions, using as many object personal pronouns as possible: ¿Qué hace Vd. cuando tiene sueño? ¿Qué hacemos cuando vamos a nuestros cuartos? ¿Qué hacemos con las sábanas? ¿Qué hace Vd. cuando se despierta? ¿Qué hace Vd. después del baño. ¿Quién pone la mesa? ¿Con quién desayuna Vd.? ¿Por qué no desayuna con Vd. su señora madre?*

¿Por dónde sale el sol? ¿En dónde se pone? ¿Qué hacen los pájaros a la salida del sol? ¿Qué ven Vds. en la playa? ¿Qué vemos después que se pone el sol?

F. — *Replace in sentences 1, 2, 3, 4, 5, 8 and 9 of B the first person singular by the other persons of the same tense.*

G. — *Replace in B and in sentences 1, 2, 4 and 5 of C the present indicative (a) by the past descriptive with all necessary changes; (b) by the past absolute; (c) by the future.*

H. — *Replace the present indicative (a) by the past descriptive; (b) by the future; (c) by the conditional: 1. Vds. tienen que estudiar. 2. Hay un hombre en la casa. 3. Somos jóvenes. 4. Es verdad. 5. Está nevando. 6. No estamos cansados. 7. Salgo del jardín. 8. Se pone perezoso. 9. ¿Vas a la ciudad?*

I. — *Replace the passive form by the reflexive: 1. Sombreros son vendidos aquí. 2. El año es dividido en doce meses. 3. Cada sábado la tienda será cerrada a la una de la tarde. 4. ¿Han sido mandadas las cartas?*

J. — *Shorten the following sentences by using the reciprocal form: 1. María no ama a Luisa y Luisa no ama a María. 2. Yo veo a*

mi hermano y él me ve a mí. 3. Vd. ha escrito a su amigo y su amigo le ha escrito a Vd. 4. Nosotros os hemos llamado y vosotros nos habéis llamado. 5. Ella no me mandará ningún regalo a mí y yo no le mandaré ningún regalo a ella.

LESSON XXI

Two Object Personal Pronouns

190. When the same verb governs two object pronouns, both must precede or follow the verb, according to the rules given for a single object personal pronoun. See § 170. The indirect object precedes the direct object in all cases except when the reflexive pronoun *se* is one of the objects. *Se* must always precede. No word may separate two object personal pronouns.

Me lo da.

Dádomelo.

Desea dártelo.

Se lo compra.

He gives it to me.

Giving it to me.

He wishes to give it to you.

He buys it for himself.

191. If the two object personal pronouns are in the third person, the indirect object takes the form of *se* instead of *le* (sing.) or *les* (plur.). This *se* is not to be confounded with the reflexive pronoun *se* with which it has no connection whatever. It is used for the sake of euphony to avoid the repetition of *l*.

Se lo escribo }
 instead of }
Le lo escribo. }

Quiero escribirselo.

Escribiéndoselo.

I write it to him.

I wish to write it to him.

Writing it to him.

192. When the direct object is a personal pronoun of the first or second person, the indirect object usually follows and the prepositional form after *a* is used.

Compare:

Me recomienda a ella.
Me la recomienda.

He recommends me to her.
He recommends her to me.

193. Past Descriptive and Past Absolute of *Haber*, *Tener*, *Ser* and *Estar*. (For the formation and uses of the past descriptive, see §§ 129–131.) They all have an irregular past absolute.

Haber

PAST ABSOLUTE

hube, *I had*.
hubiste
hubo
hubimos
hubisteis
hubieron

Ser

PAST ABSOLUTE

fui, *I was*.
fuiste
fué
fuimos
fuisteis
fueron

Tener

PAST ABSOLUTE

tuve, *I had, I did have*.
tuviste
tuvo
tuvimos
tuvisteis
tuvieron

Estar

PAST ABSOLUTE

estuve, *I was*.
estuviste
estuvo
estuvimos
estuvisteis
estuvieron

194. Learn the past absolute of *dar* (§ 318), *hacer* (§ 323), *ir* (§ 336) and *ver* (§ 332).

195. Past Perfect and Second Past Perfect Tenses.— The past perfect (or pluperfect) is formed from the past

descriptive of **haber** and the past participle of the verb that is to be conjugated. The second past perfect (or past anterior) is formed from the past absolute of **haber** and the past participle of the verb that is to be conjugated. (See § 90, 93.)

PAST PERFECT

había comprado, *I had bought*.
habías comprado, etc.

SECOND PAST PERFECT

hube comprado, *I had bought*.
hubiste comprado, etc.

196. Use of the Past Perfect and the Second Past Perfect. — The past perfect, which is used in Spanish as in English, indicates an action that took place some time before another past action.

The second past perfect indicates an action that took place immediately before another past action. It is never used in a principal clause and is always introduced by some conjunction of time, as **apenas**, *hardly*, **no bien**, *no sooner*, **al punto que**, **así que** or **tan pronto como**, *as soon as*, with the main clause in the past absolute.

Compare:

Después que habíamos comido, íbamos al jardín.	<i>After we had dined, we used to go to the garden.</i>
Apenas hubimos comido, fuimos al jardín.	<i>Hardly had we dined, we went to the garden.</i>

197. Future Perfect and Conditional Perfect. — They are formed respectively from the future and the conditional of **haber** and the past participle of the verb to be conjugated.

FUTURE PERFECT

I shall have bought.
Habré comprado,
Habrás comprado,
 etc.

CONDITIONAL PERFECT

I might or should have bought.
Habría comprado,
Habrías comprado,
 etc.

198. Use of the Future Perfect and the Conditional Perfect. — Besides being used as in English, both may denote probability or conjecture.

Habr  perdido su empleo.

He has probably lost his job.

Habr a perdido su empleo.

He had probably lost his job.

199.

Exercises

A. — 1. El quiere escribirme una carta. 2. El me la escribe. 3. El est  escribi ndomela. 4.  Quiere  l mand rmela? 5. No me la manda. 6. Yo le compro un regalo. 7. Quiero mand rselo. 8. Mand ndoselo por correo. 9. Se lo he mandado por correo. 10. T  se lo escribes a  l. 11.  No te lo escribe  l? 12. Vd. tiene una carta y no me la lee. 13. Yo se la leo a Vd. 14. Yo no voy a le rsela a Vd. 15. Vd. ten a un libro y no me lo ha dado. 16.  Nos lo hab a dado Vd.? 17. Vds. se lo han dado a ellos. 18. Ellos se lo hab an dado a Vd. 19. Ella ve este sombrero y se lo compra. 20.  No se olvida Vd. de ello?

B. — 1. Yo me llamo Juan. 2. Mi primo se llama Manuel. 3. El a o pasado, Manuel y yo tuvimos el gusto de pasar dos meses viajando en el extranjero. 4. Estuvimos en las principales ciudades del viejo continente. 5. Vimos a Londres, Par s y Madrid. 6. Eramos muy j venes y nuestros padres no quer an permitirnos viajar solos. 7. Pero no tuvimos dificultades en nuestro viaje. 8. Cuando nos fuimos, tuvimos la precauci n de dejar a nuestros padres una lista de las ciudades que esper bamos visitar y as  tuvimos cartas de ellos. 9. Siempre nos alegr bamos cuando las recib amos. 10. Cuando Manuel ten a una de su familia, me la le a. 11. Cuando yo ten a una de la m a, se la le a a  l. 12. Hubo veces que las cartas llegaban despu s que hab amos partido de una ciudad.

13. En ese caso el propietario del hotel donde habíamos parado nos las mandaba. 14. Cuando estábamos en Madrid, teníamos un cuarto en el último piso de un hotel pequeño. 15. Lo teníamos en el último piso porque nos lo daban a un precio muy módico. 16. Habría sido un gran placer para nosotros quedarnos más tiempo en Madrid y nos habríamos quedado, pero no nos atrevimos a hacerlo, pues el día de la salida de nuestro vapor se acercaba y teníamos que ir a Barcelona para embarcarnos. 17. No lo hicimos porque habríamos perdido el vapor, y habríamos llegado aquí tarde para volver al colegio. 18. El año que viene¹ iremos a Rusia y así habremos visto los principales países de Europa. 19. Entonces habremos terminado nuestros estudios y tendremos más tiempo.

C. — *Write the classified list of all words in texts A and B.*

D. — *Answer the following questions, using as many object personal pronouns as possible: ¿Cómo se llama Vd.? ¿Adónde fueron Vd. y Manuel el año pasado? ¿Cuánto tiempo estuvieron Vds. allí? ¿Qué ciudades vieron Vds.? ¿Qué hicieron Vds. para tener cartas de sus padres? ¿Qué hacía el propietario del hotel? ¿Por qué tenían Vds. un cuarto en el último piso? ¿Qué habría sido un gran placer para Vds.? ¿Por qué no lo hicieron? ¿Qué país desean Vds. ver el año que viene? ¿Qué habrán visto entonces?*

E. — *Complete the following sentences by supplying in the right place and successively the object personal pronouns me, te, nos, os:* 1. El lo manda. 2. Van a mandarlo. 3. ¿Desea venderlas? 4. No lo ha escrito. 5. No lo dice.

F. — *Replace the italicized nouns by the corresponding object personal pronouns and put these in the proper place:* 1. Me manda *sus libros*. 2. No nos habían dado *el dinero*. 3. ¿Desean venderme Vds. *su casa y su jardín*? 4. No os ha escrito *esa carta*. 5. Se ha

¹ Viene; see p. 105, footnote 2.

comprado *este vestido*. 6. Le¹ mando *esas mercancías* a él. 7. Querían darle¹ *su sitio* a ella. 8. ¿Les¹ leerá él a Vds. *la carta*?

G. — *Identify the italicized verbal forms:* 1. *Ha recibido* el primer premio. 2. ¿*Habían hablado* Vds. con el maestro? 3. *Habían llegado*. 4. Apenas *hubo estudiado* su lección . . . 5. No *hemos perdido* el tren. 6. *Habré mandado* su carta por la mía. 7. No bien *hubieron escrito* sus ejercicios . . . 8. ¿Les *habíamos creído*? 9. Le *he repetido* la palabra a él. 10. *Habremos leído* este libro antes del fin del mes.

H. — *Replace the present indicative by (a) the present perfect; (b) the past perfect; (c) the future perfect; (d) the conditional perfect:* 1. Es un gran placer para mí. 2. Hay muchos hombres ricos en esta ciudad. 3. ¿Tienen Vds. hambre? 4. Me olvido de su nombre.

200. Review Exercises (especially Lessons XIX–XXI)

A. — *Translate all subject pronouns in the following:* 1. He; him; of him; for him. 2. He speaks of me; he speaks to me. 3. She speaks of him; she speaks to him. 4. We speak of you (*fam. sing. and plur., m. and f.*); we speak to you (*fam. sing. and plur.*). 5. I speak of you (*form. sing.*); I speak to you (*form. sing.*). 6. Are you speaking to us? Are you speaking of us (*fem.*)? 7. I wish to see her; I wish to speak to her. 8. I ask her if she has a book. She answers me. 9. I wish to ask him if he has lost something. 10. He writes to me asking me when I shall visit him. 11. I write to him asking him if he has found a position. 12. He wishes to write it. 13. He wishes to write it to me. 14. He writes it to us. 15. He writes it to her. 16. You (*fam. plur. f.*) write them (*m.*) letters. 17. Do they (*m.*) write you (*fam. plur. f.*) letters? 18. She buys it for me, not for you (*fam. sing.*). 19. They speak to me, not to him. 20. Is he studying with me or with you (*fam. sing.*)? 21. He is studying with me. 22. I get up; he gets up; we get up. 23. He is glad; they (*m.*) are glad; you (*form. plur.*) are glad.

¹ Apply § 191.

24. You (*jam. sing.*) wash yourself; I wash myself; he washes himself; they (*m.*) wash themselves.

B. — 1. The work in a modern commercial house consists of many different operations: correspondence, receipts and disbursements of cash, bills, books, the journal, the ledger, the cash-book, etc. 2. Such a house needs many clerks. 3. The heads of such houses never write letters themselves. 4. Calling their stenographers, they dictate to them the letters which they wish to send. 5. The latter write them on the typewriters. 6. When they have written them, they take¹ them to the heads, who read them, sign them and send them. 7. The head has just called the cashier because he wants to see his cash-book. 8. The latter, taking² it from the safe, carries¹ it to the head, who opens it and looks at it. 9. Then he says to him, "Have you kept account of all the receipts and disbursements of cash this week? Have you noted them? How much money have you in your care? Where are the bills which you received and paid yesterday?" 10. The cashier answers him: "I am going to bring them to you. I shall take them from the safe and I shall show them to you."

C. — 1. This morning the head of the house called all his bookkeepers to his office and asked them if they had balanced their books. 2. "I wish to see them. Each one of you must bring them to me. What is the state of our affairs? I wish to know it. Do you understand me?" 3. They understood him. 4. Taking their books from the safe, they carried them to the head, who opened them. 5. One of the correspondents has just received an important letter. 6. He opens it, reads it, reads it again. 7. Not understanding it, he takes it to the head and reads it to him. 8. The latter says to him: "Why do you bring it to me? Don't you understand it? Have you answered it?" — "No, but if you indicate to me what I must write, I will answer it immediately." 9. A man who has no employment enters (into) the head's office and asks

¹ Use *llevar*.

² Use *sacar*.

him if there is no vacant position in the house for him. 10. The merchant asks him: "Are you a bookkeeper? Do you keep books well? Have you worked in this city? Where were you educated?¹ Who sent you to me?" 11. The clerk answers him: "A friend of yours, Mr. Gomez, who has promised to place me. Here is a letter which he has given me for you. I have studied French and Spanish. I understand them and I speak them." 12. The merchant, taking² the letter, opens it, reads it and gives him a position.

D. — At what time did you get up this morning? — We got up when the birds began to sing. We wanted to look at the rising of the sun, but we did not see it. It had already risen and the moon and the stars had set. We had not the pleasure of seeing them. We had slept well and we had not moved during³ the whole night. — Did your friends get up at the same hour? — No, we called them and they answered us, but they were still sleepy and they did not get up. Their breakfast was taken⁴ to their rooms. — Was your breakfast taken to yours? — No. After we had gone to the bath-room and had washed ourselves, we dressed quickly. — Were you hungry? — Yes, we were very⁵ hungry and we went down to the dining-room. — Had the maid already prepared the breakfast? — Yes, she had already prepared it and she had also set the table. They breakfast early at home. — Did you eat much? — No, because we do not wish to become ill. We eat to live; we do not live to eat.

E. — Your breakfast over, where did you go? — We put on our hats and, going out of the house, we looked at the sea. It was becoming very quiet near the beach. The sun was rising higher and higher.⁶ Two boats were sailing out and we watched them. They sail out at all hours of the day and of the night. — When you returned to the house, had your friends gotten up? — Yes, and one

¹ Use the reflexive form.

² Use *en*.

³ Say "much."

⁴ Use *tomar*.

⁵ Use *llevar* in the reflexive form.

⁶ Say "more and more."

of them had received a letter which his sister had sent to him. Having opened it, he read it and he reread it. — Did he read it to you? — He did not do it. I asked him why he did not read it to me. He put on his hat and went out without answering me. — Does he read his letters to you? — Sometimes he reads them to me, but he did not read this one to me. — Where do you wish to go to-day? — We shall take the train and visit the city. — To-night your friend and you will be tired and sleepy. You will go to bed without seeing the sunset and the rising of the moon and of the stars. You will undress; each one will lie down in his bed; you will cover yourselves well with the bed-clothes and you will go to sleep without talking to each other.

F. — Good afternoon, Mr. Gomez. How are you? — Very well, thank you, Mr. Navarro. How is your family? — They are all well, thank God. I am glad because my two sons have just arrived from a trip to¹ Europe. — What are their names?² — Did you forget their names? The elder's name³ is Paul and the younger's John. Last year they had studied very hard and I had promised them a trip abroad. — Did you allow them to travel alone? Didn't you go with them? How did you dare to do it? — It would have been a very great pleasure for me to travel with them, but I had to remain here. — When did they embark? — Their boat sailed on June 20 for Barcelona, the most important seaport of Spain. They had no trunks but their mother had bought them two large valises. At the beginning they had many troubles because they had never been in Europe. They had the pleasure of crossing the ocean with some friends of ours. They were in all the large cities of Spain and France and they saw Madrid⁴ and Paris. — When I go to Europe, I always prepare a list of the cities that I intend to visit and I leave it with the members of my family and my friends. Did your sons take⁵ that precaution? — They did not take it and

¹ Use *en*.

² Say "what do they call themselves?"

³ Say "the elder calls himself Paul."

⁴ Use personal *a*.

⁵ Use *tener*.

I think that they were wrong.¹ They sent us many letters, but they had very few from us. They were very glad when they received them and they read them to each other. But there were times when they were two or three weeks without receiving letters. Why didn't they prepare such a list? Why didn't they do it? They would have had more letters from us and they would have been happier.

G. — When they left one city to go to another, why did they not give the name of the latter to the owner of the hotel where they had stopped? He would have sent their letters to them. — Would he have sent them to them? — He would have done it with the greatest pleasure. — We did not think of² that. I had given them a great deal of money, but they did not spend it all. In all the hotels where they stopped, they always had a room on the top floor because they had to pay less for it. — Did they remain a long time abroad? — They remained there three months and they would have wished to remain longer but I did not permit them.³ They had to go back to school. They remained as long as⁴ they dared. They arrived at Liverpool on⁵ the day of the sailing of their steamer. — Did they miss it? — No, but hardly had they embarked when⁵ the steamer sailed. When they were approaching New York, they rejoiced because they were going to see us again. Their trip abroad was very agreeable, and next year I shall allow the elder to go back again alone to Europe. Such trips are good for young people. He will have thus crossed the ocean four times and will have travelled in all the countries of the old continent. He will have more time to visit them because he will have finished his studies. The younger does not wish to go back there. He thinks of spending his vacation next year in South America. He will have thus visited the old and the new continents and seen all the most important cities of the world.

¹ Use *hacer mal*.

² Use *en*.

³ Say "permit it to them."

⁴ Say "all the time which."

⁵ Omit.

201.

Reading Lesson

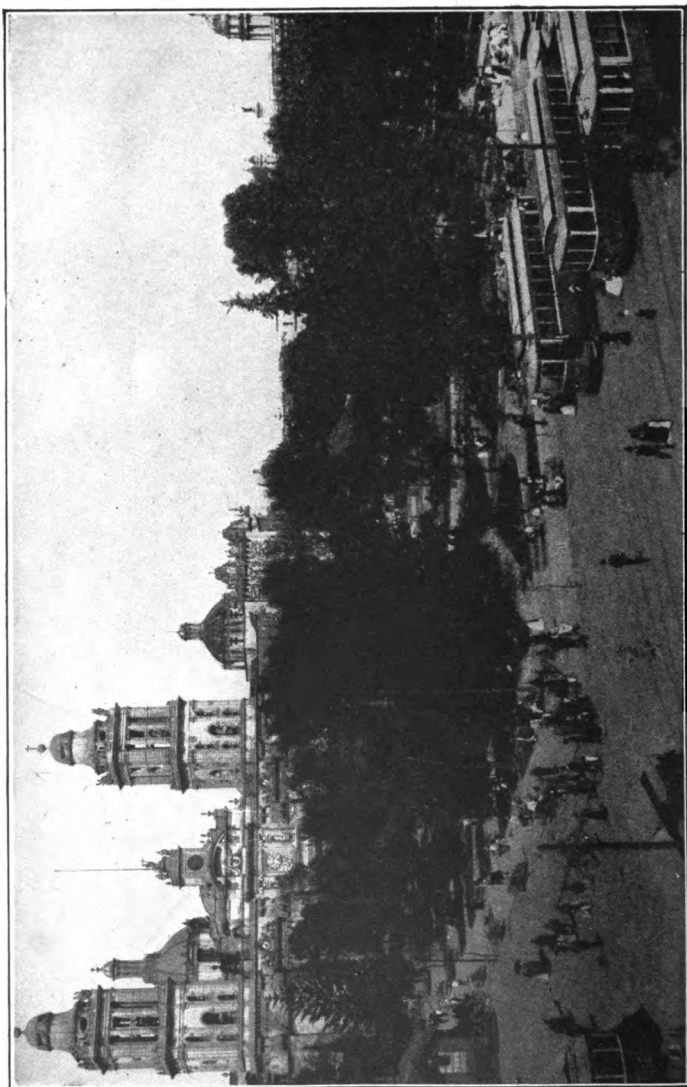
EL SISTEMA MÉTRICO — EL DINERO

En España y en la América latina se usa el sistema métrico para medir distancias o longitudes. Debemos este sistema a los franceses, y se usa en casi todos los países del mundo con excepción de Inglaterra y los Estados Unidos; y aun en éstos se usa por los hombres de ciencia.

La unidad tipo del sistema es el metro, el cual es la diez millonésima ($\frac{1}{10,000,000}$) parte del cuadrante del meridiano terrestre, es decir la distancia que hay entre el ecuador y el polo. Este sistema de medidas tiene la gran ventaja de ser muy sencillo. Dividiendo o multiplicando por diez, tenemos los submúltiplos o los múltiplos del metro. Por ejemplo, la décima parte de un metro es un decímetro, la centésima parte es un centímetro, la milésima parte, un milímetro. Diez metros hacen un decámetro, cien metros un hectómetro, mil metros un kilómetro, diez mil metros (diez kilómetros) un miriámetro.

Otra conveniencia del sistema métrico es que podemos expresar no solamente distancia o longitud sino también peso y volumen en términos del metro. La unidad tipo de peso es el gramo. Un gramo es el peso del agua que contiene un cubo cuyos lados son de un centímetro. Las fracciones del gramo son el decigramo, centigramo y miligramo que son la décima, centésima y milésima parte de un gramo. Mil gramos hacen un kilogramo o kilo. Un litro es la cantidad de agua que contiene un cubo de un decímetro de lado. Un litro de agua pesa un kilogramo.

La moneda tipo en España es la peseta que está dividida en 100 céntimos. Un duro o peso tiene 5 pesetas. El dinero es metálico o de papel. Se usan tres metales para hacer dinero,



THE CATHEDRAL IN MEXICO CITY

a saber, cobre, plata y oro. Las monedas de cobre son, la pieza de 5 céntimos (*perra chica*¹) y la pieza de 10 céntimos (*perra grande*). Las monedas de plata son de media peseta, peseta, dos pesetas, dos pesetas y media, y duro. Las de oro son de 80, 50, 40, 25, 20, 10 y 5 pesetas. Los billetes del Banco de España son de 1000, 500, 100, 50 y 25 pesetas. El valor de una peseta es igual al franco francés, o una lira italiana. Un duro es igual en valor a 4 chelines ingleses, a 4 marcos alemanes o a un dólar americano. El real (= 25 céntimos) se usa mucho en España para fijar precios, pero esta moneda es tan rara que no circula.

Los países de Sud América no tienen el mismo sistema de dinero; cada uno tiene el suyo propio.

LESSON XXII

Relative Pronouns

202. The relative pronouns are the following:

que (invariable), <i>who, whom, which, that.</i>	el (inflected) <i>que, who, which, whom.</i>
quien (plur. <i>quienes</i>), <i>who, whom.</i>	cuyo (inflected), <i>whose, of which.</i>
el cual (inflected), <i>who, which, whom.</i>	cuanto (inflected), <i>all that.</i>

203. **Que**, which is invariable and the most used of all the relatives, may refer to persons or things. After a preposition it may refer only to things.

El libro que compré.	<i>The book I bought.</i>
El libro de que hablo.	<i>The book I speak of.</i>
Los viajeros que llegaron ayer.	<i>The travellers who arrived yesterday.</i>
El vapor en que llegaron.	<i>The steamer on which they arrived.</i>

¹ *perra chica*, *small dog*; so called because the lion on the coat of arms of the coin looks like a dog.

NOTES. 1. The relative is never omitted in Spanish as it often is in English. See first example above.

2. A relative clause never ends in Spanish with a preposition. In Spanish the preposition must precede the relative which it governs. See second example above.

204. Quien (plural **quienes**) refers only to persons or personified things and is used principally after prepositions. Sometimes **quien** includes its antecedent and is translated by *he who, the one who*.

El hombre a quien escribo.

The man to whom I write.

Las mujeres con quienes hablamos.

The women with whom we spoke.

Quien busca halla.

He who seeks, finds.

205. El cual (**la cual, los cuales, las cuales, lo cual**) and **el que** (**la que, los que, las que, lo que**) agree in gender and in number with the antecedent. The masculine and feminine forms refer to persons or things; the neuter forms only to a whole sentence, phrase or idea.

Being inflected, they are more definite than **que** and **quien** and are employed instead of the latter to avoid ambiguity, for emphasis, or when the antecedent and relative are widely separated.

Acabo de hablar con la maestra de mi hijito, la cual es muy inteligente.

I have just spoken to my little son's teacher, who is very intelligent.

La casa de mi padre, en la que vivió muchos años.

My father's house where he lived many years.

El pueblo cerca del cual vivo.

The town near which I live.

Ha pasado en todos sus estudios, lo cual demuestra que ha estudiado mucho.

He passed in all his studies, which shows that he has studied much.

NOTE. It should be remembered that **el que** may be used in two ways, as a demonstrative pronoun meaning *the one that, he who* (see § 163), and as a relative meaning *who, whom, which*.

Mi hermano y yo tenemos casas propias; la que (demonstrative) tengo yo, fué de mi padre, en la que (relative) vivió muchos años. *My brother and I have our own houses; the one I have was my father's, in which he lived many years.*

206. Cuyo (cuya, cuyos, cuyas), whose, of whom, of which, may refer to persons or things. Like the possessive adjective, it agrees in number and gender with the thing possessed and not with the possessor.

El señor en cuya casa vivo. *The gentleman in whose house I live.*

La señora cuyos libros tengo. *The lady whose books I have.*

207. Cuanto (cuanta, cuantos, cuantas) may be used as a pronoun and means *all that, all those*, or as an adjective and means *as much as, as many as*. It usually includes its antecedent.

Hace cuanto puede. *He does all that he can.*

Cuantas veces trató de hacerlo, no pudo. *As many times as he tried to do it, he could not.*

NOTE. *Donde, where,* is often used instead of a relative governed by a preposition.

El edificio donde trabajo. *The building where (in which) I work.*

208. Gustar. — *To like* is rendered by **gustar**, making respectively the object and the subject of *to like* the subject and the indirect object of the Spanish verb.

Me gusta el amigo de Vd. *I like your friend.*

Me gusta la música. *I like music.*

¿Le gusta a Vd. bailar? *Do you like to dance?*

209.**Exercises**

A. — 1. La casa de Vidal y Cía tiene comercio al por mayor y menor, y es muy fuerte. **2.** Tiene muchos negocios de los

cuales la mayor parte es con casas de Méjico y extiende crédito a cuantas son dignas de confianza. 3. La casa con la cual más negocios tiene es la de González Hermanos, aunque el pueblo en que está es pequeño. 4. Entre Vidal y Cía y los comerciantes con quienes tienen negocios, las cuentas se pagan rara vez en efectivo, pero generalmente mediante pagarés o letras de cambio que se llaman también libranzas. 5. Un pagaré es un documento por el cual un deudor reconoce una deuda y promete pagarla al acreedor, es decir, a la persona a quien ha tomado prestado dinero o a quien ha comprado mercancías. 6. Una letra de cambio es un documento por el cual una persona ordena el pago de cierta suma de dinero (generalmente la cantidad debida por las mercancías) a otra persona (generalmente un banco que cobra las cuentas por la primera persona) en una fecha fijada (el límite de tiempo del crédito extendido). 7. Las letras de cambio se giran, se presentan para aceptación, se aceptan, se descuentan, se endosan, se venden y se protestan. 8. La persona que ordena el pago de una suma que se le debe, es decir, la que gira la letra de cambio, se llama librador. 9. Este escribe al pie de la libranza su firma sin la cual no tiene valor. 10. La persona a cuyo cargo está girada la letra, es decir, la que debe pagar el dinero, se llama librado. 11. La persona a quien el dinero debe pagarse se llama tenedor. 12. Este puede¹ vender la letra o transferir su derecho por endoso a otra persona que llega entonces a² ser el tenedor. 13. Cuando el comerciante a cuyo cargo está girada la letra, la recibe, escribe oblicuamente a través del frente de ella la palabra "aceptada," la fecha y su nombre,

¹ The present indicative of *poder*, *to be able*, *can*, *may*, is partly irregular: *puedo*, *puedes*, *puede*, *podemos*, *podéis*, *pueden*. For the full conjugation see § 324.

² Note that *llegar* requires the preposition *a* before a following infinitive.

con lo cual la letra queda¹ aceptada. 14. La persona que firma su nombre al dorso de un pagaré o de una letra de cambio se llama endosante. 15. Una letra que no es aceptada o pagada va¹ seguida de un protesto.

B. — *Write the classified list of all new words in text A.*

C. — *Indicate in text A all the relative pronouns and explain the use in each case.*

D. — *Answer the following questions, using as many relative pronouns as possible: ¿Qué comercio tiene la casa de Vidal y Cía? ¿Con quién tiene más negocios? ¿Cómo se pagan las cuentas entre los comerciantes? ¿Qué es un pagaré? ¿Qué es una letra de cambio? ¿Qué se puede hacer con una letra de cambio? ¿Quién es el librador de una letra? ¿Quién es el librado? ¿El tenedor? ¿Cómo hacemos para aceptar una letra? ¿Quién es el endosante? ¿Cuándo se protesta una letra?*

E. — *Replace the dashes by the proper relative pronouns: 1. Las mercancías — se venden aquí son buenas. 2. El tren en — viajábamos llegó tarde. 3. No me gustan los dependientes con — trabajo. 4. — desea, puede. 5. Mi maestro es un hombre — nombre es famoso. 6. Hablé a la madre de mi amigo, — está muy enferma. 7. ¿Es muy fuerte la casa de comercio de — es Vd. tenedor de libros? 8. Cantaron admirablemente, — nos gustó mucho. 9. El edificio — ventanas están abiertas es la casa en — vive mi familia. 10. Le doy a él — dinero tengo. 11. ¿Es feliz la mujer — niñas son perezosas? 12. La pluma con — escribo es muy mala. 13. La alcoba de mi hermano, — está en el primer piso, es pequeña.*

F. — *Replace (a) me by the other object personal pronouns; (b) the present indicative by the past descriptive, the past absolute, the present*

¹ The verbs *quedar*, *to remain*, and *ir*, *to go*, may replace *ser* in the passive voice.

perfect and the future: 1. Me gusta viajar. 2. No me gustan a mí estas arias.

G. — Use the proper person of the present indicative of **poder**, to be able, can, may. 1. ¿Qué — hacer Vd.? 2. ¿— irme? 3. Ellos no — verles a Vds. 4. Nosotros — estudiar el español.

H. — Conjugate in the present indicative, the past descriptive, the past absolute, the present perfect and the future: llegar a ser dependiente.

LESSON XXIII

Interrogative Adjectives and Pronouns

210. Interrogative adjectives and pronouns have the same form as the relatives, but are distinguished from them by the written accent which they bear in both direct and indirect questions. All except **quién** may be used as adjectives. **Cuál** drops the definite article of the corresponding relative. They are as follows:

¿qué? *what?* (pron. and adj.).

¿quién? *who? whom?* (pron. only).

¿cuál? *which (one)? what (one)?*

(pron. and adj.).

¿cuyo (-a)? *whose?* (adj.).

¿cuánto (-a)? *how much? how*

many? (pron. and adj.).

211. ¿Qué? *what?* as an adjective may modify nouns representing persons or things; as a pronoun, it refers only to things and is neuter.

¿Qué calle es ésta?

¿Qué niño es éste?

¿Qué desea Vd. comprar?

¿Qué es eso?

Estoy pensando qué debo hacer.

What street is this?

What child is this?

What do you wish to buy?

What is that?

I am thinking what I ought to do.

212. **Qué** is also used in exclamations. Before a noun modified or not by an attributive adjective it is equivalent to *what a*; before an adverb or a predicate adjective, to *how!* For more emphasis **tan**, *so*, or **más**, *more*, may be used before the attributive adjective which then follows the noun.

¡Qué desgracia!	<i>What a misfortune!</i>
¡Qué linda mujer!	<i>What a beautiful woman!</i>
¡Qué grande está!	<i>How big he is!</i>
¡Qué cosa tan extraña!	} <i>What a strange thing!</i>
¡Qué cosa más extraña!	

213. **¿Quién?** (pl. **quiénes**) *who? whom?* refers only to persons.

¿Quién es?	<i>Who is he?</i>
Quisiera saber quiénes eran.	<i>I should like to know who they were.</i>

214. **¿Cuál?** (pl. **cuáles**) *which (one)? what (one)?* refers to persons or things.

¿Cuál de éstos es de Vd.?	<i>Which of these is yours?</i>
¿Cuál de esos señores es su hermano de Vd.?	<i>Which of those gentlemen is your brother?</i>

NOTE. **Cuál** is used when the person addressed is asked to single out one or more from a number of persons or things just mentioned or implied; **qué** asks for a definition or information without any implication that the thing asked about has already been mentioned.

¿Cuál quiere Vd.?	<i>Which one (of two or more things previously mentioned) do you want?</i>
¿Qué quiere Vd.?	<i>What do you want?</i>

215. **¿Cúyo** (**-a, -os, -as**)? *whose?* is but little used. It refers only to persons. It is usually replaced by **de quién** (see § 213).

¿Cúya es esta casa? (not usual) }
 ¿De quién es esta casa? (form used) } *Whose house is this?*

216. ¿Cuánto (-a, -os, -as)? *how much? how many?* agrees in number and gender with the noun to which it refers.

¿Cuántas personas hay? *How many persons are there?*
 ¿Cuánto dinero tienes? *How much money have you?*
 ¿Cuánto cuesta? *How much does it cost?*

217. It may also be used in exclamations meaning *how! how much! how many!* Before adjectives and adverbs it is shortened to **cuán**.

¡Cuánta gente! *How many people!*
 ¡Cuánto terreno! *How much (what a lot) of ground!*
 ¡Cuán desgraciado es! *How unfortunate he is!*
 ¡Cuán bien lo hace! *How well he does it!*

218. Learn the tenses of the indicative of the following verbs: **hacer**, *to make, to do* (§ 323); **traer**, *to bring, to carry*, (§ 330); and **ver**, *to see* (§ 332).

219. Idiomatic Expressions

¡Qué calor hace!	<i>How hot it is!</i>
Hace mucho calor.	<i>It is very hot.</i>
Anoche hizo frío.	<i>Last night it was cold.</i>
Hace <i>or</i> hay viento.	<i>It is windy.</i>
¿Cuánto tiempo hace que Vd. trabaja?	<i>How long have you been working?</i>
Hace dos horas que trabajo,	} <i>I have been working for two hours.</i>
or	
Trabajo desde hace dos horas.	
Hacía una semana que estaba enfermo.	<i>I had been ill for a week.</i>
Hoy hace un año que llegamos.	<i>We arrived a year ago to-day.</i>

Mañana hará un mes que llegó.	<i>It will be one month to-morrow since he arrived.</i>
Los niños crecieron y se hicieron hombres.	<i>The children grew up and became men.</i>
La hizo enterrar.	<i>He had her buried.</i>
Le aconsejo pero no me hace caso.	<i>I advise him, but he pays no attention to me.</i>
¿No te hace falta dinero?	<i>Do you not need money?</i>
Juan hacía de criado.	<i>John acted as servant.</i>
Se hace el bobo.	<i>He plays the fool.</i>
Me haré cargo del equipaje.	<i>I shall have charge of the baggage.</i>
Me haré cargo que no tenía el dinero.	<i>I shall imagine that I did not have the money.</i>
Eso no tiene nada que ver con el caso.	<i>That has nothing to do with the case.</i>

220.

Exercises

A. — ¡Qué edificio tan magnífico! ¿Qué es?

— Es una casa particular.

— ¿De quién es?

— Es del señor Sánchez.

— ¿Quién es él?

— Es un banquero muy rico.

— ¡Cuánto terreno tiene la casa, y qué entrada y cuántas ventanas! ¡Cuánto dinero debe tener ese señor para sostenerla; y cuán feliz debe ser el hombre que vive en una casa como ésa!

LA GENEROSIDAD

B. — Un caballero cuya señora había muerto hacía pocos días, la hizo enterrar con gran pompa. Al día siguiente le trajeron la cuenta de los gastos del entierro, pero no hizo caso. Un día, un dependiente del muñidor se presentó en la

casa, volviendo a traerle la cuenta. El criado le hizo entrar y fué a llamar a su amo. Entró éste en el cuarto y viendo al dependiente, le preguntó: — ¿Qué hace Vd. aquí? ¿Qué desea Vd.? ¿Por qué quiere Vd. verme? Aquél le contestó: — Mañana hará un mes que su señora esposa fué enterrada y le traigo a Vd. la cuenta de sus funerales. Nos hace falta el dinero que nos debe Vd.

Cuando el caballero vió la cuenta, exclamó:

— ¿Qué es esto? ¡Cuánto dinero por un entierro!

— Pues ¡qué quiere Vd.! contestó el que traía la cuenta; ¿Cree Vd. que unos funerales tan magníficos se hacen por nada? Vd. debe recordar con qué gran pompa hizo Vd. enterrar a su señora esposa.

— ¡Vamos! le contestó el viudo, ahora veo que no es tan caro. Si Vd. me hace un recibo y me lo trae, yo le pagaré a Vd., pues ya me hago cargo que mi pobre mujer habría pagado muy gustosa el doble por mi entierro y yo no deseo ser menos generoso que ella.

C. — *Write the classified list of all new words in texts A and B.*

D. — *Form questions on text B and answer them.*

E. — *Identify every interrogative adjective and pronoun in texts A and B and explain its use.*

F. — *Replace the dashes by the proper interrogative adjective or pronoun as the case may be:* 1. ¿— ciudad es ésa? 2. ¿— libros son éstos? 3. ¡— cantidad de dinero! 4. ¿— reciben? 5. El desea saber — es Vd. 6. ¿— de estas casas es la de ellos? 7. ¿— de esos sombreros son los de Vds.? 8. ¿— es ese equipaje? (two forms). 9. ¿— son aquellos baúles? (two forms). 10. ¿— amigos tiene Vd.? 11. ¿— cartas escribieron? 12. ¿— tiempo tenemos? 13. ¡— pequeño es el pueblo! 14. ¡— mal habla ella el español! 15. ¡— me gusta la música!

G. — *Replace the present indicative by (a) the past descriptive; (b) the past absolute; (c) the present perfect; (d) the future; (e) the future perfect:* 1. ¡Qué frío hace! 2. ¿Nos veis? 3. Yo no lo hago. 4. Ellos me lo traen. 5. Le hacemos entrar. 6. Vds. no la ven. 7. Yo se lo traigo. 8. ¿Qué hace Vd.? 9. ¿Qué ven Vds.? 10. ¿Qué me trae Vd.? 11. ¿Cuánto tiempo hace que Vd. estudia el español?

H. — *Identify:* 1. Ve; hacían; traemos. 2. Haré; ví; traería. 3. Traían; hizo; veréis. 4. Hecho; veríamos; trayendo. 5. Veía; hice; trajiste. 6. Hago; visto; trajeron. 7. Trae; hacen; vieron.

I. — *Translate the following sentences and give in Spanish the other persons of the same tenses:* 1. I have been waiting for an hour. 2. I had been there for six months. 3. I saw that comedy a month ago. 4. It will soon be a year since I left.

221. Review Exercises (especially Lessons XXII–XXIII)

A. — 1. The mercantile house which I used to represent had dealings with many merchants who were living in Mexico and South America. 2. It has a wholesale and a retail trade. 3. The most reliable houses with which we had business dealings were Vidal and Co. and Perez Bros. 4. We extended credit to most of the merchants to whom we sold our goods. 5. When a reliable merchant buys goods from a mercantile house with which he has had business dealings for many years, he seldom pays cash. 6. When they ship¹ goods to him, they draw a bill of exchange on him.² 7. He may also pay by means of a promissory note. 8. Promissory notes are documents by which we acknowledge our debts and promise to pay them at a fixed date. 9. All persons who sign such notes are called debtors. 10. Those to whom the debtors owe the money are called creditors. 11. If I borrow from you a certain sum of money, I give or send or bring to you a promissory note at the bottom of which I sign my name, and I have

¹ Use *mandar*.

² Use *girar a su cargo*.

to pay the money which I owe to you on the date which I have indicated on the document. 12. If my credit is not good, what shall I do? 13. You must look for and find an endorser. 14. If I do not pay you on the indicated date, the man whose name is on the back of my promissory note is obliged to pay you for me. 15. If the debtor and the endorser do not pay, the promissory note which they have signed is protested.

B. — 1. Documents by which we order the payment of a certain sum of money to a certain person by another, at a certain date, are called bills of exchange or drafts. 2. Those who draw bills of exchange are called drawers. 3. The holders are those to whom the money should be paid. 4. It is¹ generally the banks which collect bills for business houses. 5. Those who must pay, that is to say, those in whose name the bills of exchange are drawn, are the drawees. 6. After drawing bills of exchange on me, what do you do? 7. You present them to me for acceptance, that is, you send them to me or bring them to me. 8. Then, what do I do? 9. I sign them, I put the date on them, and I write on the face across the paper the word "accepted," without which the papers would not have the least value. 10. If the drawee pays a bill of exchange before the date on which the money is due, it is discounted. 11. If I am the holder of a bill of exchange, and if I need money, I may sell it to you or I may transfer my right to you. 12. Then I become the endorser of that bill and I must sign my name on the back; you become the holder. 13. If the drawee or the endorser of a bill of exchange does not pay it on the date indicated, the holder may protest it.

C. — Of what does this exercise treat? — It treats of a gentleman and his wife whose names are not given² to us. — Who had died, the husband or the wife? — The wife had been dead for some days. — Was she already buried? — Yes, her husband and her children had given her a magnificent funeral. — What did the un-

¹ Say son.

² See § 184.

dertaker bring to the widower a few days after the burial? — He brought him the bill. — Did the latter pay it the day after the undertaker had brought it to him? — No, he paid no attention to it. — Who returned one day to the gentleman's house? — The undertaker and his clerk bringing another bill. — After showing them in, what did the servant do? — He called his master. — On entering¹ the room, whom did the latter see? — He saw two men, one of whom presented to him the bill to which he had not paid the least attention. — What did he ask him? — He asked him what they were doing in his house. — What did the undertaker answer him? — He answered him: "I brought you my bill a few days after your wife's funeral and you did not pay it. Now I bring you another bill." — What did the undertaker want? — He wanted the money which the gentleman owed him, for he needed it for his business.

D. — Was it a long time since the husband had had² his dear wife buried with such magnificent pomp? — Yes, it was two months since the lady had been buried. — Was the widower thinking³ that he would never have to pay for his wife's funeral? — I do not think so. — On seeing the bill which was brought to him, what did he exclaim? — "What do I see? What's that? Is it a bill that you are bringing me? Why do you bring it to me? Why didn't you send it to me? How much? (He looks at it.) What a high bill! I never saw anything like it. It is too high. Do you imagine³ that I have hundreds and thousands of dollars? Is a funeral so expensive? Are the expenses so high? Does it cost so much money?" — What did the man who had brought the bill answer the widower? — "Well, sir, I only did what you made me do. I remember very well that you wanted to give your wife a most magnificent funeral. One has never seen⁴ more pomp at a burial. You made me bury her with as much pomp as a rich

¹ The preposition *on* preceding a present participle is translated by *al* followed by the infinitive.

² See p. 145, line 4.

³ Use *hacerse cargo*.

⁴ See § 184, note.

woman and you never asked me how much money it would cost.”
 — What did the gentleman decide to do? — He thought that his wife would have gladly paid double¹ for his own funeral and, not wishing to be less generous than she, he paid the bill that the undertaker had brought him, and he took the receipt that the latter made him.

LESSON XXIV

The Imperative Mode

222. The imperative has only two forms, the second persons singular and plural.

The second person singular of the imperative of regular verbs is always identical with the third person singular of the present indicative; the second person plural is formed, without a single exception, by replacing the last letter, *r*, of the infinitive by *d*.

223. Model Regular Verbs (see § 40–44).

FIRST CONJUGATION	SECOND CONJUGATION	THIRD CONJUGATION
Comprar	Vender	Vivir
	IMPERATIVE	
<i>compra (tú),² buy.</i>	<i>vende, sell.</i>	<i>vive, live.</i>
<i>comprad (vosotros), buy</i>	<i>vended, sell.</i>	<i>vivid, live.</i>

224. Model Verbs of the Radical-Changing Verbs of the First Class (see § 108–110).

Pensar	Perder	Contar	Volver
	IMPERATIVE		
<i>piensa</i>	<i>pierde</i>	<i>cuenta</i>	<i>vuelve</i>
<i>pensad</i>	<i>perded</i>	<i>contad</i>	<i>volved</i>

¹ Supply “the.”

² *Tú* and *vosotros* may be omitted or expressed after the verb.

225. Irregular Verbs.

Ser	Estar	Haber	Tener
IMPERATIVE			
sé	está	h ¹	ten
sed	estad	(missing)	tened

NOTE. The above verbal forms can be used only in familiar or in poetic style (see § 58). Besides they are restricted to affirmative sentences. In a negative statement, the present subjunctive is employed. For the first and third persons, in which the imperative is wanting, the present subjunctive is also substituted both in affirmative and negative statements.

226. Present Subjunctive. The present subjunctive is formed by adding the following endings to the stem of the verb:

FIRST CONJUGATION	SECOND AND THIRD CONJUGATIONS
-e	-a
-es	-as
-e	-a
-emos	-amos
-éis	-áis
-en	-an

227. Model Regular Verbs.

PRESENT SUBJUNCTIVE		
Comprar	Vender	Vivir
compre ²	venda	viva
compres	vendas	vivas
compre	venda	viva
compremos	vendamos	vivamos
compréis	vendáis	viváis
compren	vendan	vivan

¹ Found only in the expression *h¹ aquí*, *behold*.

² The meaning of the present subjunctive depends on its use.

228. Model Verbs of the Radical-Changing Verbs of the First Class. (See § 108–110.)

Pensar	Perder	Contar	Volver
PRESENT SUBJUNCTIVE			
piense	pierda	cuente	vuelva
pienses	pierdas	cuentes	vuelvas
piense	pierda	cuente	vuelva
pensemos	perdamos	contemos	volvamos
penséis	perdáis	contéis	volváis
piensen	pierdan	cuenten	vuelvan

229. Irregular Verbs.

Ser	Estar	Haber	Tener
PRESENT SUBJUNCTIVE			
sea	esté	haya	tenga
seas	estés	hayas	tengas
sea	esté	haya	tenga
seamos	estemos	hayamos	tengamos
seáis	estéis	hayáis	tengáis
sean	estén	hayán	tengan

230. Learn the imperative and present subjunctive of *decir* (§ 335); *ir* (§ 336); *poner* (§ 325); *querer* (§ 326); *salir* (§ 338); *traer* (§ 330); *ver* (§ 332).

231. The object personal pronouns which are attached as suffixes to affirmative imperatives (see § 170, Exception) are also attached to the present subjunctive when used with imperative force. If the stress is thrown before the penult by this addition, the accent must be written.

háblame tú, *spea*k to me (familiar).

hábleme usted, *spea*k to me (formal).

NOTES. 1. The second person of the imperative loses its final *d* when the pronoun *os* is attached.¹

¹ *Ir*, *to go*, retains the *d*, giving *idos*, *go away*.

divertídes, *amuse them.*
divertíos, *amuse yourselves.*

2. The first person plural of the present subjunctive loses its final *s* when *nos* is attached as a suffix.

separémonos, let us part.

232. Complete Imperative.

AFFIRMATIVE

conteste yo } *let me answer*
que¹ conteste yo }
contesta tú, answer (familiar)
conteste él } *let him answer*
que conteste él }
conteste ella } *let her answer*
que conteste ella }
conteste Vd., answer (formal)
contestemos nosotros, let us answer

contestad vosotros, answer (familiar)

contesten ellos } *let them*
que contesten ellos } *answer*

contesten ellas } *let them*
que contesten ellas } *answer*

contesten Vds., answer (formal)

NEGATIVE

no conteste yo } *let me not*
que no conteste yo } *answer*
no contestes tú, do not answer
no conteste él } *let him not*
que no conteste él } *answer*
no conteste ella } *let her not*
que no conteste ella } *answer*
no conteste Vd., do not answer
no contestemos nosotros, let us
not answer

no contestéis vosotros, do not answer

no contesten ellos } *let them*
que no contesten ellos } *not*
answer

no contesten ellas } *let them*
que no contesten ellas } *not*
answer

no contesten Vds., do not answer

233.

Exercises

A. — ¡Juan!

— Mande Vd., señor.

— El sábado nos embarcamos para Buenos Aires. Vé a la compañía de vapores y compra dos pasajes de primera clase.

¹ The conjunctive *que* is optional before the first, third singular and third plural of the present subjunctive used with imperative force.

Si te ofrecen un camarote sobre cubierta, tómalo. Si el camarote no está sobre cubierta, no lo tomes y vuelve aquí en seguida.

— No tenga Vd. cuidado, señor.

— A la vuelta, pasa por la tienda de Rodríguez y Cía. y cómprame dos baúles y una maleta. Trae la maleta contigo y haz mandar los baúles. Estos, cómpralos uno grande y uno pequeño. En el grande que irá en la bodega, pon las cosas que no necesitaré en el viaje, y en el otro que es para el camarote, pon lo que usaré. No te olvides de poner mi abrigo en el pequeño, pues algunas noches hace frío a bordo. El viernes haz los baúles, arregla el resto del equipaje y hazlo mandar todo a bordo.

— Déme dinero, señor, para pagar los baúles.

— No, no pagues¹ los baúles, porque yo tengo cuenta en esa casa, pero toma este dinero y paga los pasajes. Entérate bien en la compañía de vapores, pues tú te harás cargo del equipaje. A nuestra llegada, haz tú las declaraciones necesarias y entiéndete con el vista de aduana. No me des las llaves, guárdalas tú.

B. — *Form the classified list of new words in A.*

C. — *Answer the following questions: ¿Adónde van el señor y Juan? ¿Qué debe comprar Juan en la compañía de vapores? ¿Qué debe comprar a la vuelta? ¿Qué traerá y qué hará mandar? ¿Adónde irá el baúl grande? ¿Adónde irá el pequeño? ¿Qué pondrá Juan en los dos baúles? ¿Por qué puede el señor necesitar su abrigo en el viaje? ¿Qué hará Juan a la llegada a Buenos Aires?*

D. — *Suppose the master in text A is addressing two servants, Juan y Tomás; put every imperative in the plural and make all the necessary changes.*

¹ See § 248, 2.

E. — *Suppose the master is addressing a friend and is using the formal address with usted; make all necessary changes.*

F. — *Dramatize A, one pupil taking the part of the master, another, that of Juan.*

G. — *Give the complete imperative affirmative and negative of olvidarse de ello (to forget it).*

H. — *Identify the following verbal forms and give their infinitives: pon; no traigas; quiere; vé; sé; que ponga Vd.; dad; no vayáis; haz; trae; ten; que hagan Vds.*

I. — *Replace the plural imperative by the singular: 1. Traedme la llave. 2. Idos al jardín con ellos. 3. Mostrádselo a ellos. 4. Ofrecedle a ella una flor. 5. No les habléis inglés. 6. Cerrad la puerta. 7. No os olvidéis de cerrarla. 8. Volved a traerme la llave.*

J. — *Give a negative form to all the affirmative sentences in I.*

K. — *Supply me, la, nos, les in each of the following sentences, put them in the right place, and translate: 1. Ama tú. 2. No mires. 3. Que ame Vd. 4. Alabad. 5. No invitéis vosotros. 6. Reciban Vds.*

L. — *Supply me, le, nos, les in each of the following sentences, put them in the right place, and translate: 1. Habla tú. 2. No contestes. 3. Dad dinero. 4. Vendan Vds. unas flores.*

M. — *Replace the italicized nouns and pronouns by the corresponding object personal pronouns, put these in the proper place, and translate: 1. Compra este sombrero. (Example: 1. Cómpralo.) 2. No compres ése. 3. Aprende tus lecciones. 4. No aprendas tus lecciones. 5. Escribid esos ejercicios. 6. No escribáis éstos. 7. Recibe mi enhorabuena. 8. Inviten ellos a sus amigos. 9. Estudiemos nosotros el español. 10. Cuente ella su dinero. 11. Lee esa carta a tu hermano. 12. No leas esas cartas a tus hermanos. 13. Mandad esta flor a vuestra tía. 14. No mandéis esas flores a vuestros tíos.*

LESSON XXV

The Subjunctive Mode

234. The subjunctive is much more common in Spanish than in English.

It is never found in independent clauses except when it is substituted for the imperative (see § 225, note).

It is used in dependent clauses whenever the main clause conveys an idea of uncertainty.¹

235. Therefore the verb of a dependent clause (generally introduced by the conjunction **que**) will be found in the subjunctive:

1. After expressions (verbs or phrases) of emotion (joy, sorrow, surprise, fear, hope, anticipation, etc.).

Me alegro de que Vd. esté bien.

I am glad you are well.

Temo que no reciba la carta.

I fear he may not receive the letter.

Espero que Vd. lo halle.

I hope you may find it.

2. After expressions of volition and prohibition (willing, desiring, commanding, forbidding, requesting, advising, permitting, etc.).

Deseo que Vd. entre.

I want you to come in.

Me aconseja que acepte.

He advises me to accept.

Prohibo que hables.

I forbid you to speak.

Impedimos que salgan.

We prevent them from going out.

3. After expressions that inherently convey or imply doubt (denial, probability, possibility, etc.).

Dudo que sea verdad.

I doubt that it is true.

Es probable que llueva.

It is probable that it will rain.

¹ However, if the subjects of both clauses are the same, the infinitive is generally used in the dependent clause.

NOTE. When the verb in the dependent clause denotes present or past time, the indicative is used. Compare:

Quando me escribe, le contesto.	<i>When he writes to me, I answer him.</i>
Quando me escribió, le contesté.	<i>When he wrote to me, I answered him.</i>
Quando me escriba, le contestaré.	<i>When he writes to me (indefinitely in the future), I shall answer him.</i>

(b) Expressing purpose or result, such as:

a fin de que	} <i>in order that</i>	de manera que	} <i>so that</i>
para que		de modo que	

(c) Expressing condition, concession, denial or restriction, such as:

aunque, <i>although.</i>	} <i>provided that.</i>	si, if	{ (introducing a condition contrary to fact; past subjunctive).
como			
con tal que			
a menos que, <i>unless.</i>			
sin que, <i>without that.</i>		por (+ adj. or adv.) que, <i>how- ever (+ adj. or adv.).</i>	

(d) after indefinite expressions such as:

quienquiera que, <i>whoever, whomever.</i>	cuando quiera que, <i>whenever.</i>
cualquiera . . . que, <i>whichever.</i>	dondequiera que, <i>wherever.</i>
cualquiera cosa que, <i>whatever.</i>	

236.

Exercises

A. — ¡Buenas noches, Don Pablo! Me alegro de verle tan bien. Espero que todos en la familia estén bien.

— Gracias, Don José, todos estamos bien.

— ¿Dónde está su hijo Juan?

— Está ahora en la escuela, pero el año que viene, quiero mandarlo a los Estados Unidos para que aprenda el inglés y para que se prepare para sus estudios de ingeniería. Dudo que haya un joven más inteligente y más digno de confianza que él. Busco ahora una familia en que sea bien cuidado.

— ¿Cree Vd., Don Pablo, que sea absolutamente preciso que Vd. mande al muchacho a los Estados Unidos para que aprenda el inglés?

— No es necesario. No dudo que sea posible que él aprenda bien el inglés sin salir de Cuba, pero para eso uno necesita un buen maestro que hable siempre en inglés y que prohíba que uno le conteste en español. Pero espero que en los Estados Unidos adelante más, y también lo mando a ese país porque quiero que se prepare allí para su carrera.

— ¿Es entendido que su carrera será ingeniería?

— No. El quiere ser médico y me ha pedido que le deje estudiar la medicina, pero yo quiero que sea ingeniero y aunque no le prohibo que se dedique¹ al estudio de la medicina, le aconsejo que sea obediente y se deje guiar por mí para su propio bien. Pero cualquiera cosa que decida hacer, cualquiera carrera que escoja,² estaré contento siempre que se porte bien dondequiera que esté.

— ¿No teme Vd. que se enferme y pase muchos trabajos solo en ese país?

— Espero que no se enferme, pero ya tiene diez y seis años y es necesario que se acostumbre a³ estar solo. Cuando acabe sus estudios y reciba su título, permitiré que vuelva aquí.

B. *Write a classified list of all the new words in text A.*

C. *Form questions on A and answer them.*

D. — *Reread text A and explain the use of every subjunctive.*

E. — *Dramatize text A, one pupil taking the part of Don Pablo, another that of Don José.*

¹ See § 248, 1.

² See § 249, 2.

³ Note that *acostumbrar* requires the preposition *a* before a following infinitive.

F. — Assume that Don Pablo is speaking in *A* for his wife and himself, using *nosotros*, and of two of his sons, Juan y Enrique; re-read and make the necessary changes.

G. — Give the full present subjunctive of *estudiar más*; *aprender bien*; *escribir mejor*, each person preceded by *es necesario que*.

H. — Identify the following verbal forms and give infinitives: *deba*; *seamos*; *tengas*; *esté*; *hagan*; *pongáis*; *vea*; *vayamos*; *salgan*; *vuelvan*; *llueva*; *digas*.

I. — Replace the dash by the present indicative or the present subjunctive, as required by the context, of the verb the italicized infinitive of which stands at the head of each line, and translate:

<i>Ser.</i>	Nos alegramos de que Vd. — aplicado.
<i>Tener.</i>	El teme que yo — hambre.
<i>Escribir.</i>	¿Esperan Vds. que les —?
<i>Irse.</i>	¿Desea Vd. que nosotros —?
<i>Hablar.</i>	Ellos prohíben que Vds. — inglés en la clase.
<i>Comer.</i>	Les aconsejamos que — para vivir,
<i>Vivir.</i>	y que no — para comer.
<i>Hacer.</i>	Ella duda que — buen tiempo mañana.
<i>Haber.</i>	Es probable que — viento.
<i>Ir.</i>	Es posible que yo — al campo.
<i>Hacer.</i>	Es cierto que — frío.
<i>Despertarse.</i>	¿Creen Vds. que él — temprano?
<i>Ser.</i>	No creo que Vds. — perezosos.
<i>Estar.</i>	¿Cree Vd. que nosotros — en la casa?
<i>Ponerse.</i>	Es preciso que yo — mi abrigo.
<i>Estudiar.</i>	El desea discípulos que — mucho.
<i>Estudiar.</i>	El tiene discípulos que — bien.
<i>Salir.</i>	Le veré a usted antes que —.
<i>Leer.</i>	Le mando esta carta para que la —.
<i>Llover.</i>	Iremos al campo a menos que —.
<i>Ser.</i>	Por grande que —, no le temo a él.



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TAPPING A RUBBER-TREE

LESSON XXVI

Past (or Imperfect) and Future Subjunctive

237. The past subjunctive has two forms, one ending in *-ra*, the other in *-se*. They are interchangeable.¹

238. A practical and easy, though not scientific way of deriving the past and future subjunctive of all regular and irregular verbs, *without a single exception*, is to replace the *-ron* of the ending of the third person plural of the past absolute by *-ra*, *-ras*, *-ra*, *-ramos*, *-rais*, *-ran* or *-se*, *-ses*, *-se*, *-semos*, *-seis*, *-sen* for the past subjunctive, and by *-re*, *-res*, *-re*, *-remos*, *-reis*, *-ren* for the future subjunctive.²

239.

Model Regular Verbs

PAST SUBJUNCTIVE

Comprar, to buy.

-ra form:

comprara, *I might or would buy*, compraras, comprara, compráramos, comprarais, compraran.

-se form:

comprase, *I might or would buy*, comprases, comprase, comprásemos, compraseis, comprasen.

¹ Except in a result clause connected with a condition clause contrary to fact (see § 244).

² The future subjunctive is now rarely used in conversation, and is given only because the student may meet it in his reading. It is usually replaced by the present subjunctive, or if used after *si* (*if*), by the present indicative.

No importa lo que cueste (costare). *It does not matter what it will cost.*
 Si tengo (tuviere) tiempo, lo haré. *If I have time, I shall do it.*

PAST SUBJUNCTIVE

Vender, to sell.**-ra form:**

vendiera, *I might or would sell*, vendieras, vendiera, vendiéramos, vendierais, vendieran.

-se form:

vendiese, *I might or would sell*, vendieses, vendiese, vendiésemos, vendieseis, vendiesen.

Vivir, to live.**-ra form:**

viviera, *I might or would live*, vivieras, viviera, viviéramos, vivierais, vivieran.

-se form:

viviese, *I might or would live*, vivieses, viviese, viviésemos, vivieseis, viviesen.

NOTE. Observe that the stress falls on the first syllable of the ending in all forms of these tenses in the three conjugations, and that the first persons plural must bear the written accent mark.

FUTURE SUBJUNCTIVE

comprar, to buy.

comprare, *I shall or should buy*, comprares, comprare, compráremos, comprareis, compraren.

vender, to sell.

vendiere, *I shall or should sell*, vendieres, vendiere, vendiéremos, vendiereis, vendieren

vivir, to live.

viviere, *I shall or should live*, vivieres, viviere, viviéremos, viviereis, vivieren.

240. Irregular Verbs

Ser

PAST SUBJUNCTIVE

-ra form:

fuera, fueras, fuera, fuéramos, fuerais, fueran

-se form:

fuese, fueses, fuese, fuésemos, fueseis, fuesen

FUTURE SUBJUNCTIVE

fuere, fueres, fuere, fuéremos, fuereis, fueren

Estar

PAST SUBJUNCTIVE

-ra form:

estuviera, estuvieras, estuviera, estuviéramos, estuvierais, estuvieran

-se form:

estuviese, estuvieses, estuviese, estuviésemos, estuvieseis, estuviesen

FUTURE SUBJUNCTIVE

estuviere, estuvieres, estuviere, estuviéremos, estuviereis, estuvieren.

Haber

PAST SUBJUNCTIVE

-ra form:

hubiera, hubieras, hubiera, hubiéramos, hubierais, hubieran.

-se form:

hubiese, hubieses, hubiese, hubiésemos, hubieseis, hubiesen.

FUTURE SUBJUNCTIVE

hubiere, hubieres, hubiere, hubiéremos, hubiereis, hubieren.

Tener

PAST SUBJUNCTIVE

-ra form:

tuviera, tuvieras, tuviera, tuviéramos, tuvieraís, tuvieran.

-se form:

tuviese, tuvieses, tuviese, tuviésemos, tuvieseís, tuviesen.

FUTURE SUBJUNCTIVE

tuviere, tuvieres, tuviere, tuviéremos, tuviereís, tuvieren.

241. Learn the past subjunctive of **dar** (§ 318); **decir** (§ 335); **hacer** (§ 323); **ir** (§ 336); **poner** (§ 325); **querer** (§ 326); **salir** (§ 338); **ver** (§ 332).

242. **Compound Tenses of the Subjunctive.** — Perfect, Past Perfect (or Pluperfect), Future Perfect. They are formed respectively by the present subjunctive, the past subjunctive (two forms) and the future subjunctive of **haber** followed by the past participle of the verb to be conjugated.

PERFECT SUBJUNCTIVE OF COMPRAR

yo haya comprado, *I may have bought*; **tú hayas comprado**, etc.

PAST PERFECT SUBJUNCTIVE

-ra form:

yo hubiera comprado, *I might have bought*; **tú hubieras comprado**, etc.

-se form:

yo hubiese comprado, *I might have bought*; **tú hubieses comprado**, etc.

FUTURE PERFECT SUBJUNCTIVE

yo hubiere comprado, *I may have bought*; **tú hubieres comprado**, etc.

243.

Sequence of Tenses

VERB OF THE MAIN CLAUSE	VERB OF THE DEPENDENT CLAUSE	ACTION EXPRESSED
1. Present indicative or future.	Present subjunctive.	Simultaneous or subsequent.
	Perfect subjunctive.	Prior.
2. Any past tense except the present perfect	Past subjunctive.	Simultaneous or subsequent.
	Past perfect subjunctive.	Prior.
3. The present perfect or the conditional	Present or past sub- junctive.	Simultaneous or subsequent.
	Past perfect subjunctive.	Prior.

- | | |
|--|--|
| 1. Me aconseja que acepte.
Le escribiré que lo venda.
Temo que no haya recibido la carta. | <i>He advises me to accept.</i>
<i>I shall write to him to sell it.</i>
<i>I fear he did not receive the letter.</i> |
| 2. Me aconsejó que aceptase (aceptara).
Yo temía que no hubiese (hubiera) recibido la carta. | <i>He advised me to accept.</i>
<i>I feared he had not received the letter.</i> |
| 3. Me ha pedido que le escriba (escribiese) a él.
Me gustaría¹ que hubiese llegado antes que yo. | <i>He has asked me to write to him.</i>
<i>I should like him to have arrived before I did.</i> |

244. Conditions contrary to Fact. — Such conditions state that a certain result would follow if a condition (expressed or implied) were fulfilled.

¹ The expression *I should like* is rendered by *quisiera*, *me gustaría* or *desearía*, followed by an infinitive clause if there is no change of subject; by *que* and either form of the past subjunctive if the subject does change.

- | | |
|--|-----------------------------------|
| Quisiera (me gustaría or desearía) hacerlo. | <i>I should like to do it.</i> |
| Quisiera (etc.) que Vd. lo hiciese. | <i>I would like you to do it.</i> |

The clause containing the condition (protasis) is usually introduced by *si* and the verb must be in the past subjunctive (either form).

The clause stating the result (apodosis) has the verb usually in the conditional indicative, or optionally the form *-ra*¹ of the past subjunctive, or rarely the past descriptive indicative. Either clause may stand first.

Si él { estudiara, estudiase, } aprendería.	<i>If he studied, he would learn.</i>
No fuera general si no { tuviera tuviese } valor.	<i>He would not be a general if he were not brave.</i>
Si { tuviera tuviese } dinero, compraba la casa.	<i>If I had money, I would buy the house.</i>
Me gustaría ir.	<i>I would like to go (the condition is understood).</i>

NOTE. Aside from conditions contrary to fact, conditional sentences are very simple in Spanish. Usually the indicative is used in both clauses.

Si él aprende mucho, es porque estudia mucho.	<i>If he learns much, it is because he studies much.</i>
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245.

Exercises

EL MÉDICO TUNANTE

A. — Llegó una vez a una ciudad un tunante, declarando que sabía la manera de remozar a las viejas. Dijo² que haría tal beneficio a todas las que lo quisiesen. Añadió que cuando se presentasen, era preciso que cada una escribiese en una cédula su nombre y la edad que tenía, y que si alguna no pudiese³ su verdadera edad, él lo sabría⁴ por su arte mágico, y negaría a ésa el prometido beneficio.

¹ This is the only case when the form *-se* cannot be used for the form *-ra*.

² See § 335.

³ See § 325.

⁴ See § 327.

Naturalmente no hubo vieja¹ que no quisiese ser remozada, y como era tan persuasivo el bribón que ninguna dudaba por un momento que pudiese² hacer lo que decía, se presentaron muchas a pedirle que les hiciera el gran favor. Mas para que se cumpliesen las condiciones impuestas por el brujo, cada una puso³ en la cédula su edad exacta sin quitarse un día. El tunante les dijo que volviesen al día siguiente y les prometió que todas quedarían remozadas.

Cuando vinieron,⁴ se lamentó él que la noche anterior una bruja le había robado todas las cédulas y que era preciso que escribiesen otra vez su nombre y su edad. Y para que no estuviesen más tiempo en incertidumbre, les dijo que la operación consistía simplemente en quemar viva a la que fuese más vieja, y que si las demás tomasen en la boca un poco de sus cenizas, todas se remozarían. Asustáronse⁵ mucho las viejas al oír esto, y cuando hicieron⁶ las nuevas cédulas no lo hicieron con la misma legalidad que antes. Cada una temía que a ella, por ser la más vieja, le tocase el ser quemada, y no hubo una que no se quitase muchos años de edad. Por ejemplo, la que tenía ochenta, puso cincuenta; la que tenía sesenta, puso treinta, etc. Cuando recibió el tunante las nuevas cédulas, sacó del bolsillo las que había recibido el día anterior y comparándolas dijo: — Vean⁷ Vds. como todas han sido remozadas. En un día, de ayer a hoy, no hay una que no haya perdido veinte o treinta años.

B. — *Write the classified list of all new words in text A.*

C. — *Form questions on text A and answer them.*

¹ Note the omission of the indefinite article.

² See § 324.

³ See § 325.

⁴ See § 339.

⁵ See § 171.

⁶ See § 323.

⁷ Present subjunctive of *ver* with imperative force.

D. — Reread text *A*, indicating every subjunctive and explaining its use.

E. — Give (a) the past subjunctive (both forms) of *presentarse*, each person being preceded by *era preciso que*;

(b) the perfect subjunctive of *recibir el prometido beneficio*; each person preceded by *es dudoso (doubtful) que*;

(c) the past perfect subjunctive (two forms) of *ser remozado*, each person being preceded by *¿era posible que?*

F. — Identify: *estudiáramos; hable; lean; aprendiese; escribieran; partamos; fuerais; tengamos; seas; entendáis; haya; hagan; hiciesen; salga; vayan; viésemos; quiera; salieses; pongan; veamos; pusiéramos; digamos; quisiese.*

G. — Replace in every main clause the present indicative by the past descriptive and make all the necessary changes in the dependent clauses: 1. *Me alegro de que Vd. esté bien.* 2. *Espera que Vds. hallen la casa.* 3. *Temen que ella no haya recibido sus cartas.* 4. *Deseamos que Vd. entre.* 5. *¿Es posible que sea culpable?*

H. — Replace in every main clause the past tense by the present indicative and make all the necessary changes in the dependent clauses:

1. *Ninguna mujer dudaba que el médico hiciese lo que prometía.*
 2. *Era necesario que cada mujer escribiese su nombre y su edad.*
 3. *No hubo vieja que no deseara ser remozada.* 4. *Era probable que fuese verdad.* 5. *No hubo una que no se quitase muchos años de edad.* 6. *¿Creía Vd. que hubiesen llegado aquí?*

I. — Replace the dash by the past subjunctive (both forms) of the verb the italicized infinitive of which stands at the head of each line:

- Ser.* Nos alegrá**bamos** de que Vd. — *aplicado.*
Tener. El temía que yo — *hambre.*
Hablar. Ellos prohibían que Vds. — *inglés en la clase.*
Comer. Les aconsejábamos que — *para vivir.*
Vivir. Y que no — *para comer.*
Haber. Era probable que — *viento.*
Estudiar. El maestro deseaba discípulos que — *mucho.*

J. — Replace the dash by the perfect subjunctive or the past perfect subjunctive (both forms) of the verb the italicized infinitive of which stands at the head of each line. Apply the rules of the sequence of tenses:

Tener. Espero que él no — hambre.

Tener. Esperaba que él no — hambre.

Trabajar. No cree que nosotros —.

Trabajar. No creía que nosotros —.

Ser. Es posible que ella — más aplicada que yo.

Ser. Era posible que ella — más aplicada que yo.

K. — Replace every present indicative after *si* by the past subjunctive (both forms), and the future successively by (a) the conditional; (b) the form *-ra* of the past subjunctive; (c) the past descriptive:

1. Si ella es aplicada, será alabada.
2. No le mandaré a Vd. un regalo si no trabaja.
3. Les contestaremos a ellos si nos escriben.
4. ¿Si se lo mando ahora, lo recibirá a tiempo?

246. Review Exercises¹ (*Lessons XXIV-XXVI*)

A. — 1. Mr. Vidal calls his servant, John, and announces to him that they are going to leave on the following Saturday for Montevideo. 2. He orders him to prepare everything for the trip. 3. He wants him to go immediately to the Spanish Steamship Company² and buy their tickets.

— John, take a first-class cabin on deck for me, for yourself a second-class cabin, and bring me the tickets. On coming back, do not forget to buy two trunks at Perez' store and to have them sent. Count the money I have just given you to pay for our tickets and the trunks. Do not lose it and do not allow anybody to deceive you. Get good information at the office of the Company because I wish you to take charge of the baggage during the whole trip.

¹ In the following exercises, use the subjunctive mood as often as possible.

² Say "the Company of Spanish Steamers."

A few days later, the master enters the room in which John is working.

— What are you doing, John? Packing the trunks? Very well. Open the valise. Did you put in this valise and in the small trunk all the things that are absolutely necessary during the trip? Close it now. I see that you have done what I am ordering you to do. The valise and the small trunk will go into my cabin. In the large trunk, put what I shall use after we arrive at Montevideo. Do not forget that large trunks are put in the hold. Remember what you have put in the trunks and the valise, because I want you to make all the declarations to the custom-house inspectors. Be prepared¹ for that. When you have packed the valise and the trunks, give me the keys; don't keep them. I shall give them to you before the boat arrives at Montevideo. Do all that is necessary.

— Don't worry, sir; I shall do all that you wish me to do.

B. — 1. My father wants me to learn Spanish. 2. When I finish my studies, my father will send me to Spain so that I may learn to speak Spanish well. 3. He does not think that it is absolutely necessary that I should go to Spain to learn Spanish, but he doubts whether I may² learn it as well at home with a teacher however good the latter may² be and however much I may² study. 4. He has decided to send me to Spain although I am very young yet, but he believes that it is necessary that young men should travel and accustom themselves to guide themselves and to be alone however unpleasant it may² be. 5. A trip abroad is good for a young man whatever he wishes to do later, whatever be the career for which he prepares himself. 6. My mother advises my father to keep me at home because she fears I shall become sick. 7. She hopes that it will be possible to prevent him from sending me abroad. 8. If I went, she would like my father to find some one who would take good care of me.

¹ Say "prepare yourself."

² Omit.

C. — 1. My father always says to her when she speaks of that: — Remember that it is for his own good. Let him go to Spain. Let him learn Spanish well. Let him travel. Let him accustom himself to be alone. Don't fear that he will become ill. Allow yourself to be guided by me. Inform yourself; advise me, but you must not prevent me from sending him abroad. Let us have an understanding. Let us look for somebody who is trustworthy. I have asked a friend to give me the name of a man who is trustworthy.

2. I should like to go abroad, but there is no doubt that I will be obedient whatever my father decides. 3. I advise my mother to allow herself to be guided by my father. 4. I promise her that I will not become sick, that I will have no troubles, and that I will behave well wherever they send me. 5. Once I asked my father when he would permit me to return home. 6. He answered me: "I shall not permit you to return home till you have learned to speak Spanish well, and I shall not permit you to go there till you have finished your studies here."

D. — What did a rascal once promise to do? — He announced that if all the old ladies of the city would fulfil certain conditions which he would indicate to them, he would make them younger, and he offered to do that favor to all who might present themselves. — What did he order them to do? — He ordered that all who wanted him to make them younger should bring to his home the next day a slip of paper on which should be¹ written their names and ages. — What did he add? — He added that he would not be able² to do what he had promised them if any (*f.*) deceived him by³ not putting her real age. — Were all the old ladies convinced that he was trustworthy? — There was not one (*f.*) who doubted that he would confer upon⁴ them the great benefit of which he had spoken, and as all wanted him to give them youth

¹ Translate: *deban estar*.

³ Omit.

² See § 244.

⁴ Say "do to them."

again, they arrived at his house the next day, bringing the slips of paper that the rogue had asked of¹ them. — Had each one put down her real age? — Yes, because they feared that if they did not do it, he would deny them the great favor that they were expecting to receive. — What did the rascal do then? — He took the papers they had brought him and told them to present themselves the next day at the same hour.

E. — When they returned the next morning, what did he say to them? — Ladies, my wife and I can not find the slips of paper that you brought me yesterday. It is probable that some witches have entered my house during the night and have stolen them. But do not lament. Don't be afraid. I shall make you younger as I promised you to do, but I should like each one of you to write again her name and her real age as you did yesterday. And I do not wish to leave you in uncertainty. The operation is easy. I shall burn alive the lady who is the oldest and if the others eat a little of the ashes, there is no doubt that they will become younger immediately. — Was there any lady who wanted to be the oldest and be burned alive? — Of course there was none, and each one, fearing that the sorcerer might burn her for being the oldest, took twenty or thirty years from her age on the new slip of paper. — What did the rogue do after the ladies had brought the slips of paper to him? — Taking from his pocket the papers which they thought that the witches had stolen the night before, he compared them with those he had just received and said: — Ladies, did n't I promise you that I would make you younger if you fulfilled certain conditions? You have fulfilled them and I have just conferred upon you the great favor that you were expecting, without burning any of you. Look at these papers and compare them. This lady who yesterday was eighty years of age is to-day sixty; that one who was seventy-five is now fifty. Can you deny that you are younger to-day than yesterday?

¹ Say "to."

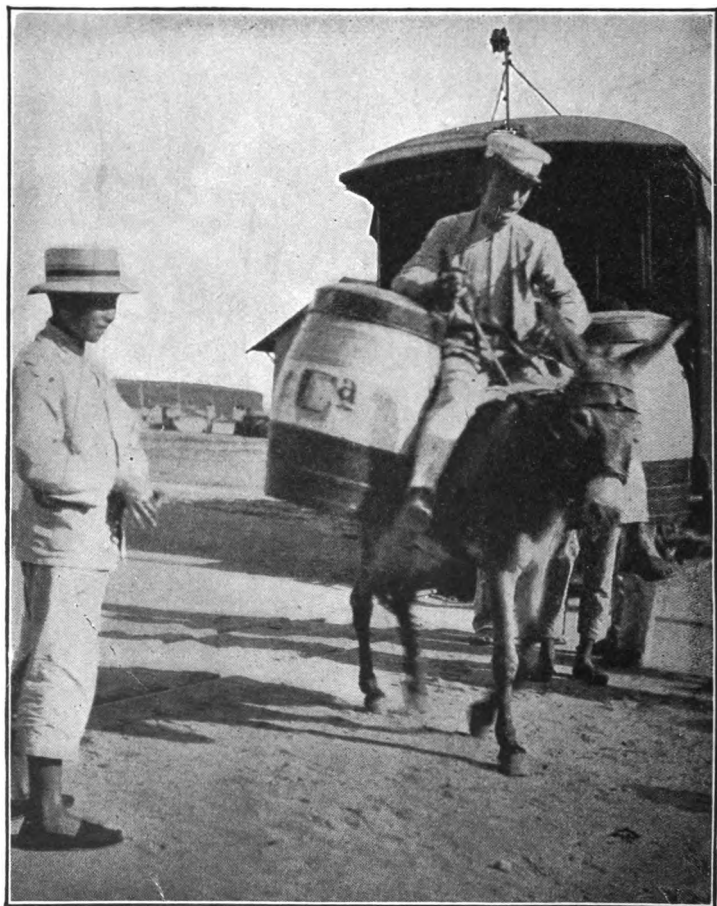


Photo by Mrs. William Moran.

WATER-CARRIER AT LA GUAIRA, VENEZUELA

LESSON XXV II

Orthographic Changes

(Review pronunciation of c, g, j, q and z. See § 3.)

247. The consonant immediately preceding the infinitive endings **-ar**, **-er**, **-ir** must preserve the same sound, hard or soft, throughout the conjugation. Cf. the English *to sing*, *singing*; *to singe*, *singeing*.

This necessity brings the following orthographic changes.

248. First Conjugation

Verbs ending

1. in **-car** change **c** to **qu** before **e**.

tocar, to touch; *toqué*, I touched.

2. in **-gar** insert **u** between **g** and a following **e**.

pagar, to pay; *pagué*, I paid.

3. in **-guar** have a diaeresis (¨) over the **u** (**ü**) before **e**.

averiguar, to ascertain; *averigüé*, I ascertained.

4. in **-zar** change **z** to **c** before **e**.

avanzar, to advance; *avancé*, I advanced.

249. Second and Third Conjugations

Verbs ending

1. in **-cer** and **-cir**, when **c** is preceded by a consonant, change **c** to **z** before **a** or **o**.

vencer, to conquer; *venzo*, I conquer.

2. in **-ger** and **-gir** change **g** to **j** before **a** or **o**.
escoger, to choose; escojo, I choose.
3. in **-guir** drop **u** before **a** or **o**.
distinguir, to distinguish; distingo, I distinguish.
4. in **-quir** change **qu** to **c** before **a** or **o**.
delinquir, to be delinquent; delinco, I am delinquent.
5. When the stem of a verb ends in **ll** or **ñ**, the **i** of endings beginning with **ie** and **io** is dropped.
bullir, to boil; bullendo, boiling.
bruñir, to polish; bruñeron, they polished.
6. Unstressed **i** between two vowels is changed to **y**.
leer, to read; leyendo, reading; leyeron, they read.
7. Verbs ending in **-uir** in which **u** is pronounced, therefore excluding those in **-guir** (see 3 above) and **-quir** (see 4), insert **y** after the **u** when the latter is stressed; also in the first and second persons plural of the present subjunctive. Besides, the unstressed **i** of the endings **ie** and **io** becomes **y** (see 6 above).
incluir, to include; incluyendo, including; incluyo, I include.

250. Verbs with inceptive endings. — This group, one of the largest of irregular verbs, consists of verbs ending in **-cer** and **-cir** with the **c** preceded by a vowel. (Most are derived from Latin inceptive *-scere* verbs.)

They insert a **z** before **c** when the following letter is **a** or **o**.

conocer, to know; conozco, I know.

NOTES. 1. *Decir, to say, to tell* and *hacer, to do, to make*, do not belong to this class. (See §§ 335, 323.)

2. Verbs ending in **-ducir**, like *conducir, to conduct*, and *traducir, to translate*, have other irregularities in addition to the orthographic changes of the inceptive verbs (see § 334).

251. Learn **saber**, *to know* (§ 327).Difference between **saber** and **conocer**:

Saber means	Conocer means
To know by mental process, to know thoroughly, to be aware of.	To be acquainted with, to know superficially, to realize.
Direct object: things.	Direct object: persons and things.
Used before infinitives (to know how) and clauses.	Never used before infinitives and clauses.
Yo conocía a este señor, pero no sabía que era su hermano de Vd.	<i>I knew this gentleman, but I did not know that he was your brother.</i>

Saber also means *to learn, to hear, to get knowledge of*.

Ayer supe que estaba Vd. en- fermo.	<i>Yesterday I heard that you were sick.</i>
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Saber a means *to taste of*.

Sabe a manzana.	<i>It tastes of apple.</i>
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NOTE. The verb *can*, meaning *to know how*, is rendered by **saber**; meaning *to be able to*, by **poder**. Compare:

No sabe escribir, *he cannot write* (i.e., he does not know how).**No puede escribir**, *he cannot write* (because of disability).

252.

Exercises

A. — Identify and translate: 1. **Saca**; saqué; saque; saco; saquemos; sacamos. 2. **Llegamos**; lleguen; llegaron; llegué; llego. 3. **Averiguo**; averigüemos; averigüe; averigua. 4. **Empiezo**; empecé; empezó; empieza; empiece; empiecen; empiezan; empezando. 5. **Cojo**; coge; coja; cogí; cogía; cojamos; cogen. 6. **Dirigí**; dirijo; dirija; diriges; dirigiste. 7. **Obedeceré**; obedecemos; obedezco; obedeció; obedezca. 8. **Venció**; vencí; venzan; venzo; venceremos; venza. 9. **Incluye**; in-

cluyó; incluyamos; incluimos; incluirá; incluí; incluya; incluyendo. 10. Empecemos; incluisteis; incluyeron; entreguemos; paguen; vencía; dirigía; cojan; agradezcamos; incluyan. 11. Sabía; conocí; sé; conozco; sabré; conoceríamos; conocecí; sabe; sepa; supieron; conozcáis; conoceré.

B. — ALFREDO. — ¿Conoce Vd. a mi primo Federico?

ARTURO. — No, señor, no le conozco. Sé que tiene Vd. un primo en esta ciudad, pero no he tenido el gusto de conocerlo.

ALFREDO. — Es extraño. ¿No sabe Vd. que él trabaja en la misma tienda que Vd.?

ARTURO. — No lo sabía. Entonces es posible que lo conozca, pues conozco a casi todos los empleados de la tienda; pero no sé cuál de ellos es su primo.

ALFREDO. — Pues pronto sabrá Vd. si lo conoce, pues lo espero aquí de un momento a otro. (Llega Federico y Alfredo lo presenta a Arturo).

ARTURO. — ¿Es éste su primo, Don Alfredo? Pues ya lo creo que le conozco, pero como él no tiene el mismo apellido que Vd., yo no sabía que eran Vds. primos.

ALFREDO. — Ya ve Vd. cómo le conocía Vd. y no lo sabía.

C. VERA CRUZ, 10 de diciembre de 19—.

Estimado amigo:

He sabido que piensa Vd. hacer un viaje a los Estados Unidos el mes que viene, y valiéndome de la amistad que tantos años ha existido entre nosotros, le *dirijo*¹ esta carta porque puede Vd. hacerme un gran servicio. Tengo un hijo en una escuela de los Estados Unidos. Me escribió hace tiempo que no estaba contento porque estaba tan lejos de mí, y que quería entrar en otra escuela más cerca. Yo le *repliqué* inmediata-

¹ The verbs in which the changes explained in §§ 247-250 take place are italicized.

mente, le *expliqué* que cuando entró él en la escuela *pagué* el año entero por adelantado, y aunque no le *negué* lo que me pedía, le *indiqué* que yo no podía perder ese dinero, y le *rogué* que *permaneciese* en la escuela por lo menos hasta el fin del semestre. Ahora me escribe que aunque no *venza* su repugnancia, *permanecerá* en esa escuela hasta que *empiece* el segundo semestre, como le *indiqué*, para no perder todo el dinero que *pagué*, pero me *suplica* otra vez que lo *saque* entonces. Me *ruega* que cuando se *acerque* el tiempo de su regreso, *averigüe* yo cuáles son las buenas escuelas cerca de aquí y que *escoja* la que mejor me *parezca*.

Ahora me *dirijo* a Vd. para pedirle que me haga un gran favor y *saque* a mi hijo de la escuela cuando Vd. vaya a los Estados Unidos. No puedo hacerlo yo mismo, porque, como Vd. sabe, *padezco* de un mal del corazón y temo que me *ataque* en el viaje y me *coja* donde no pueda recibir la asistencia que necesito. Cuando *llegue* Vd. a la escuela, *entregue* la carta que le *incluyo* a mi hijo en la cual le digo que le *obedezca* a Vd. en todo. *Diríjase* al director de la escuela, *explíquele* el caso y *suplíquele* que me devuelva el dinero que *pagué* por el segundo semestre. Dígale que le *agradezco* los cuidados que ha tenido con mi hijo y asegúrele que lo *saco* solamente porque deseo tenerlo más cerca de mí.

Anticipándole las gracias y deseándole feliz viaje, quedo de Vd.,

S. S.¹ y amigo

JOSÉ BLANCO.

D. — *Write the classified list of all new words in texts B and C.*

E. — *Form questions on B and C and answer them.*

F. — *Reread C and identify every italicized verbal form.*

¹ S.S., a Spanish abbreviation for *seguro servidor*, *faithful servant*.

G. — *Dramatize text B, three pupils taking the parts of Alfredo, Arturo and Federico.*

H. — *Write (a) the full past absolute and the full present subjunctive of: 1. explicar la lección; 2. rogar¹ un favor; 3. averiguarlo; 4. empezar¹ a entender el español, the present subjunctive being preceded by "Es preciso que."*

(b) The full presents indicative and subjunctive of: 1. vencer su repugnancia; 2. escoger lo mejor; 3. dirigir una casa de comercio; 4. distinguir lo bueno de lo malo; 5. no conocer a nadie; 6. no saber nada, the present subjunctive being preceded by "Es posible que."

(c) — Write the present participle, the full past absolute, and the full past subjunctive (both forms) of: 1. bullir el agua; 2. bruñir la plata (silver); 3. incluir una carta; 4. leer un buen libro; 5. saber su lección, the past subjunctive being preceded by "Era necesario que."

I. — *Supply the proper person of all the indicative tenses of saber in the first three sentences and of conocer in the last three: 1. ¿Quién — eso? 2. ¿Qué — Vd.? 3. Yo no la —. 4. ¿Quién — a aquel caballero? 5. ¿Le — Vds.? 6. Yo no le —.*

LESSON XXVIII

Radical-Changing Verbs of the Second and Third Class

253. The verbs of this class all belong to the third conjugation, and the stem-vowel is either *e* or *o*. They undergo two changes. Like radical-changing verbs of the first class (see § 311), stem-vowel *e* becomes *ie* and *o* becomes *ue* whenever the stress falls on the syllable containing the stem-vowel.

¹ *Rogar* and *empezar* also belong to the Radical-Changing Verbs of the First Class (see § 311).

In addition, when not stressed, **e** becomes **i** and **o** becomes **u** whenever the syllable following contains an **a** or either of the diphthongs **ie** or **io**. Throughout the rest of the conjugation the original **e** or **o** remains unchanged.

254. Occurrence of Changes. — The first mentioned change occurs in the entire singular and the third plural of the present indicative and of the present subjunctive and the singular of the imperative.

The second change occurs in the present participle, the third persons singular and plural of the past absolute, the first and second plural of the present subjunctive, and the entire past (both forms) and future subjunctive.

255. Model Verbs of this Class

Sentir, to feel, to be sorry.

PRESENT PARTICIPLE		PAST PARTICIPLE
sintiendo		sentido
PRESENT INDICATIVE	IMPERATIVE	PRESENT SUBJUNCTIVE
siento		sienta
sientes	siente	sientas
siente		sienta
sentimos		sintamos
sentís	sentid	sintáis
sienten		sientan
PAST ABSOLUTE	PAST SUBJUNCTIVE	
sentí	<i>-ra form</i>	<i>-se form</i>
sentiste	sintiera	sintiese
sintió	sintieras	sintieses
sentimos	sintiera	sintiese
sentisteis	sintiéramos	sintiésemos
sintieron	sintierais	sintieseis
	sintieran	sintiesen

256. **Dormir, to sleep.**

PRESENT PARTICIPLE		PAST PARTICIPLE
durmiendo		dormido
PRESENT INDICATIVE	IMPERATIVE	PRESENT SUBJUNCTIVE
duermo		duerma
duermes	duerme	duermas
duerme		duerma
dormimos		durmamos
dormís	dormid	durmáis
duermen		duerman
PAST ABSOLUTE	PAST SUBJUNCTIVE	
	<i>-ra form</i>	<i>-se form</i>
dormí	durmiera	durmiere
dormiste	durmieras	durmiéres
durmió	durmiera	durmiere
dormimos	durmiéramos	durmiésemos
dormisteis	durmierais	durmiéseis
durmieron	durmieran	durmiesen

257. Radical-Changing Verbs of the Third Class. — They are, like those of the preceding class, all verbs of the third conjugation, and the stem-vowel is *e*. This *e* becomes *i* both when stressed, and when unstressed if the succeeding syllable contains either an *a* or one of the diphthongs *ie* or *io*.

258. Occurrence of changes. — The change occurs in the same forms indicated as irregular in the preceding class.

259. **Pedir, to ask, ask for.**

PRESENT PARTICIPLE	PAST PARTICIPLE
pidiendo	pedido

PRESENT INDICATIVE	IMPERATIVE	PRESENT SUBJUNCTIVE
pido		pida
pides	pide	pidas
pide		pidas
pedimos	pedid	pidamos
pedís		pidáis
piden		pidan
PAST ABSOLUTE	PAST SUBJUNCTIVE	
	<i>-ra form</i>	<i>-se form</i>
pedí	pidiera	pidiese
pediste	pidieras	pidieses
pidió	pidiera	pidiese
pedimos	pidiéramos	pidiésemos
pedisteis	pidierais	pidieseis
pidieron	pidieran	pidiesen

NOTE. Verbs in *-er* belonging to this class lose the *i* of endings beginning with *ie* and *io* whenever the *e* of the stem becomes *i*. All the forms stressed on the stem vowel, as well as the infinitive, the past participle, the first and second plural present indicative, the second singular and first and second plural of the past absolute, and the imperative plural, require the written accent on the *i*.

Refr. *to laugh*.

PRESENT PARTICIPLE	PAST PARTICIPLE	
riendo (for <i>ri-iendo</i>)	reído	
PRESENT INDICATIVE	IMPERATIVE	PRESENT SUBJUNCTIVE
río		ría
ríes	ríe	rías
ríe		rías
reímos		riamos
reís	reíd	riáis
rien		rían

PAST ABSOLUTE

réí
reíste ✓
rió (<i>for</i> ri-ió)
reímos ✓
reísteis ✓
rieron (<i>for</i> ri-ieron)

PAST SUBJUNCTIVE

<i>-ra form</i>	<i>-se form</i>
riera	riese
rieras	rieses
riera	riese
riéramos	riésemos
rierais	rieseis
rieran	riesen

260.

Exercises

A. — *Identify and translate:* 1. Hiere; herí; herirá. 2. Sigue; siguió; seguiremos. 3. Prefieren; prefirieron; prefirió; preferiré. 4. Eligiendo; elija; elige; elegí. 5. Consintamos; consintiera; consentí; consintieron. 6. Muero; morimos; murieron; muriésemos. 7. Duerme; durmiese; dormía; duerma. 8. Sirvo; sirvamos; servid; sirvió; servirá. 9. Convirtamos; convertiré; convirtieron; convirtiese. 10. Repetí; repitió; repita; repitiésemos. 11. Hiero; siga; preferí; eligió; consiento; morí; durmáis; serviste; convirtiéndose; repitiéramos. 12. Consintió; seguí; repito; hirieron; sirviera; dormiré; preferimos; muriendo; elijo; convertí. 13. Río; reímos; rió; reirá; ría; réí. 14. Adquiero; adquiriendo; adqueré; adquirió; adquiriéramos.

B. — 1. Un hombre de una casa noble y rica tuvo un criado que le *servió*¹ muchos años, y cuando estaba *muriendo* el viejo *pidió* a su criado que *siguiera sirviendo* a su hijo lo mismo que le *servía* a él. 2. El criado se lo prometió. 3. El hijo pasaba su vida *divirtiéndose* con sus amigos que le *rendían* homenaje *riéndose* de las cosas que decía. 4. Hay muchos en este mundo que *rinden* culto al poderío del dinero. 5. Se *rien* de las necedades que dicen los ricos, pues para ellos las neceda-

¹ Radical-changing verbs of the Second and Third Classes are italicized.

des se *convierten* en agudezas cuando las dice un hombre rico, y las *repiten* como tales. 6. El padre del joven le *riñó* muchas veces por la vida que hacía, y le *pidió* que *corrigiese* su manera de vivir, que *eligiese* una carrera y que la *siguiese*; pero no *consiguió* nada, y el muchacho *siguió* de la misma manera. 7. Al fin cuando el padre *murió*, el joven se *arrepintió* y *sintió* mucho el sufrimiento que había causado a su padre. 8. Determinó *seguir* una carrera y, *prefiriendo* la carrera militar, la *eligió*. 9. En los años que *sirvió* en la guerra, le *hirieron* muchas veces. 10. Hoy vive tranquilamente en su hacienda, cuidado por el criado viejo de su padre, el cual *sigue sirviéndole* lo mismo que *sirvió* al amo viejo.

C. — Write the classified list of all new words in B.

D. — Form questions on B and answer them.

E. — Reread B and identify every italicized verbal form.

F. — Write the present participle, the present indicative, the imperative, the past absolute and the past subjunctive (both forms) of:
1. Preferir la carrera militar. 2. Servir al amo viejo. 3. Morir pronto, the past subjunctive being preceded by "sería preciso que."

G. — Replace the past descriptive by the present indicative, the past absolute, the present perfect, and the future: 1. Repetían la misma aria. 2. ¿Os dormíais inmediatamente? 3. Yo me reía de él. 4. Vd. no se arrepentía.

H. — Replace the dash by the present subjunctive of the verb the infinitive of which stands at the head of the line.

Herir. Teme que ellos le —.

Seguir. Le pido que — sirviéndome.

Rendir. ¿Desea Vd. que yo le — un servicio?

Divertirse. No impide que Vd. — con sus amigos.

I. — Replace the present indicative by the past descriptive in the principal clauses of the sentences in H and make the necessary changes in the subordinate clauses.

261.

Reading Lesson

DESCUBRIMIENTO DE AMÉRICA

La América fué descubierta¹ por Cristóbal Colón. En su juventud Colón había estudiado geometría, astronomía, geografía y navegación, y sus estudios le convencieron de que debían existir tierras desconocidas al oeste de Europa. Tan convencido estaba, que se habría marchado en busca de estas tierras si hubiese tenido recursos. Pero la empresa era costosa y Colón era un hombre pobre.

Entonces determinó buscar alguna persona que tuviese confianza en sus teorías y sus cálculos y le facilitara los fondos que necesitaba para los gastos de la expedición. En vano se dirigió a varios reyes de Europa para pedirles su apoyo. Todos le consideraron loco y le negaron el dinero que pedía. Al fin, después de mucho trabajo, obtuvo el apoyo de Fernando e Isabel, los Reyes Católicos de España, y recibió de ellos dinero para su empresa y el título de Virrey de las tierras que descubriese.

Colón y sus compañeros partieron de España el 3 de agosto de 1492, y todo marchó bien por algunos días. Pero, pasado algún tiempo, los marineros, viendo que las promesas de Colón no se cumplían, que se alejaban más y más de España sin descubrir tierra, empezaron a atemorizarse y a murmurar. Pronto las murmuraciones crecieron, y los descontentos determinaron arrojar a Colón al mar y volverse a España. En medio del peligro que le amenazaba, Colón no perdía su fe ni la esperanza de descubrir tierra, mucho más cuando observaba fenómenos que indicaban la proximidad de la tierra. Trató de animar a sus compañeros mostrándoles aquellos

¹ See § 345.

ESTADOS UNIDOS MEXICANOS

- 1. Méjico
- 2. Morelos
- 3. Tlaxcala
- 4. Hidalgo
- 5. Querétaro
- 6. Guanajuato
- 7. Michoacán
- 8. Guerrero
- 9. Puebla
- 10. Vera Cruz
- 11. Tamaulipas
- 12. San Luis Potosí
- 13. Aguas Calientes
- 14. Jalisco
- 15. Colima
- 16. Oajaca
- 17. Chiapas
- 18. Tabasco
- 19. Campeche
- 20. Yucatán
- 21. Nuevo León
- 22. Zacatecas
- 23. Sinaloa
- 24. Durango
- 25. Coahuila
- 26. Chihuahua
- 27. Sonora
- 28. Tepic (Territorio)
- 29. Baja California (Ter.)
- 30. Distrito Federal
- 31. Quintana Roo (Ter.)



MÉJICO

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fenómenos, y consiguió que le obedeciesen unos días más. Por último notó Colón que los pájaros volaban en cierta dirección y esta observación hizo que cambiase el rumbo de sus naves, con el resultado que ya sabemos.

La América fué descubierta el 12 de octubre de 1492 y Colón se posesionó del nuevo país en nombre de la corona de España. Los españoles hallaron en este país unos hombres de color de cobre fundido. Estos eran muy tímidos, y se alejaron cuando se acercaron Colón y sus compañeros. La tierra descubierta era una isla y Colón la nombró San Salvador. Hoy es una de las Bahamas.

LESSON XXIX

The Infinitive

262. As a Noun. — When so used it is masculine (see § 17, note 3).

El viajar es agradable.

To travel is pleasant.

263. Replacing the English Present Participle. — The English present participle governed by any preposition but *by* is usually translated by the Spanish infinitive. If *by* is the governing preposition, it is omitted and the Spanish present participle is used.

No podemos aprender sin estudiar.
Después de comer, salió.

*We cannot learn without studying.
After dining, he went out.*

But

Se aprende estudiando.
Viajando día y noche, llegó a tiempo.

*One learns by studying.
By traveling day and night he arrived in time.*

NOTE. The infinitive after **al** is translated by *on* with a present participle or by a finite verb introduced by a conjunction of time.

Al entrar me vió. *On entering (or when he entered) he saw me.*

264. Infinitive after Expressions of Quantity. — Certain expressions of quantity are followed by **que** and an infinitive.

Tiene mucho que aprender.

He has much to learn.

Había poco que decir.

There was little to say.

No tenía nada que hacer.

He had nothing to do.

Pidió algo que comer.

He asked for something to eat.

265. Prepositions before an Infinitive. — The matter of English *to* before an infinitive is rather difficult and confusing as it is variously rendered by **a**, **de**, **en**, **para** and **por**, and very often entirely omitted.

The proper usage can be learned only by observation and practice. The rules which follow are intended only as helps.¹

1. *To* is omitted after most verbs (see partial reference list, § 267, *a*).

Deseo aprender.

I wish to learn.

Piensa estudiar el español.

He intends to study Spanish.

Puede hacerlo.

He is able to do it.

2. *To* is rendered by **a** after verbs of motion, of accustoming, beginning, helping, learning and teaching (see partial reference list, § 267, *c*).

Corro a hacerlo.

I run to do it.

Me acostumbré a levantarme temprano.

I accustomed myself to getting up early.

Empezó a llorar.

He began to weep.

¹ The proper rendering of *to* will be indicated after each verb in the General Vocabulary.

3. *To* is rendered by **de** after most nouns and adjectives (see partial reference list, § 267, b).

Está ansioso de hacerlo.	<i>He is anxious to do it.</i>
Es digno de verse.	<i>It is worth seeing.</i>
Es la hora de partir.	<i>It is time to depart.</i>
Tenga la bondad de cerrar la puerta.	<i>Have the kindness to shut the door.</i>

266. **Para** and **Por** before an Infinitive. — Both may denote purpose. In these cases, **para** implies certainty while **por** expresses the intention without certainty.

Compare:

Paga para entrar.	<i>He pays to enter.</i>
Lucha por entrar.	<i>He struggles to enter (but he may or may not enter).</i>
Estoy para partir.	<i>I am about to depart.</i>
Estoy por partir.	<i>I am for departing (inclined to or in favor of departing).</i>

267. Translation of *to* before an infinitive.

(a) It is omitted after the following verbs (partial list for reference):

asegurar, to assure, claim.	permitir, to permit.
creer, to believe, think.	poder, to be able, can, may.
desear, to desire, wish.	preferir, to prefer.
dudar, to doubt, hesitate.	prohibir, to forbid.
esperar, to hope.	querer, to wish.
evitar, to avoid.	querer decir, to mean.
figurarse, to imagine.	rogar, to beg, request.
hacer, to make, to do.	saber, to know how, be able.
impedir, to prevent, hinder.	sentir, to feel, be sorry.
necesitar, to need, want.	suplicar, to entreat.
oír, to hear.	valer más, to be better.
ordenar, to order.	ver, to see.

(b) *To* is translated by **de** after the following verbs (partial list):

acabar , to finish, end.	cesar , to cease.
acordarse , to remember.	haber , to have.
alegrarse , to rejoice, be glad.	hablar , to speak, mention.
arrepentirse , to repent.	olvidarse , to forget.
asustarse , to be terrified.	quejarse , to complain.
cansar , to tire, weary.	tratar , to try, endeavor.

(c) *To* is translated by **a** after the following verbs (partial list):

acostumbrar , to accustom.	exhortar , to exhort.
acudir , to hasten.	invitar , to invite.
aprender , to learn.	ir , to go.
atreverse , to dare.	llegar , to come, succeed.
ayudar , to aid, help.	obligar , to oblige, force.
disponerse , to prepare, get ready.	ponerse , to put one's self, begin.
empezar , to begin.	renunciar , to renounce.
enseñar , to teach.	volver , to return; to . . . again.

(d) *To* is translated by **en** after the following verbs (partial list):

acordar , to agree.	equivocarse , to be mistaken.
complacerse , to take pleasure.	perseverar , to persevere.
ejercitarse , to exercise one's self, try.	tardar , to delay.
entenderse , to agree.	vacilar , to hesitate.

(e) *To* is translated by **por** after the following verbs (partial list):

apurarse , to exert one's self.	hacer , to try.
estar , to be about.	morirse , to be dying to.

268.

Exercises

A. — 1. Para aprender a hacer una cosa es preciso ver u¹ oír hacerla a una persona que sabe hacerla, observando bien la manera de hacerla, y tratando de hacerla después, de la misma manera. 2. Al tratar de hacer por la primera vez una cosa que no sabemos hacer, no la hacemos fácilmente,² pero ejercitándonos en hacerla, es decir, haciendo la cosa y repitiendo la operación muchas veces y con frecuencia,³ es posible generalmente aprender a hacerla. 3. Por ejemplo, para aprender una lengua, es necesario estudiarla mucho. 4. Hay algunos maestros que pretenden enseñar a hablar una lengua en diez, veinte o treinta lecciones. 5. Hay poco que decir de esta pretensión, pues la verdad es que es imposible aprender una lengua sin estudiarla mucho. 6. Estudiando mucho es posible que uno pueda⁴ aprender a leer una lengua, si no perfectamente, a lo menos medianamente bien, en poco tiempo, pero no a hablarla ni a escribirla. 7. Es más fácil leer que hablar y escribir. 8. No es posible aprender a hablar leyendo. 9. Es necesario oír hablar, y uno debe perseverar en fijar en la memoria el significado de las palabras según va⁵ estudiando y así irá adquiriendo un vocabulario. 10. Al oír o al ver una palabra desconocida, muchas veces es posible adivinar el

¹ o, *or*, changes to u before o or ho.

² For formation of adverbs see § 55, footnote.

³ Instead of the adverb, a prepositional phrase is often used in Spanish: con frecuencia instead of frecuentemente.

⁴ See § 324.

⁵ Instead of *estar*, the verbs *ir*, *venir* and *andar* (*to go*) may be used with present participles to form the progressive construction.

Voy aprendiendo,
venía corriendo,
anda diciendo,

I am learning.
he was running.
he is saying.

significado por las otras palabras de la frase sin buscarlo en el diccionario. 11. Estudiando y leyendo continuamente, escuchando con atención a un buen profesor, y conversando tan frecuentemente como uno pueda, es posible aprender una lengua perfectamente.

B. — *Write a classified list of all new words in A.*

C. — *Form questions on A and answer them.*

D. — *Translate:* Llegar; al llegar; para llegar; después de llegar; antes de llegar; llegando; están llegando; van llegando; vienen llegando. Hacer; sin hacer; por hacer; después de hacer; haciendo; estoy haciendo; ando haciendo; voy haciendo.

E. — *Supply the proper preposition, if any is required, before each infinitive:* 1. Quiere . . . partir. 2. Desean . . . hablar contigo. 3. Aprendemos . . . contar. 4. Estaba contento . . . hallarlo. 5. Estudia . . . aprender. 6. No puede . . . aprender . . . estudiar. 7. Perseveraré . . . trabajar. 8. Tratarán . . . entender estas palabras. 9. ¿Vuelve Vd. . . buscar su diccionario? 10. Voy . . . ver a mi hermano. 11. Acaban . . . terminar la operación. 12. Se ejercitan . . . escuchar con atención.

269. Review Exercises (*Lessons XXVII–XXIX*).

A. — Dear¹ Friend:

Mrs. Blanco, whose husband you knew very well, avails herself of the friendship that existed between you and Mr. Blanco and wishes me to address this letter to you. She knows that I have the great pleasure of being acquainted with you and she hopes that you will not deny her the following favor. Her sons who are in school in your city are begging her to take them away from there immediately. They do not wish to be so far away from her, and they write to her that they do not like it and that they will

¹ Use *estimado*. *Querido*, *dear*, is reserved for very intimate friends.

become sick if they remain in that school. They know that she is anxious to do what they beg her to do — she never denies them anything — but she does not want to lose all the money that she paid for the year when they entered that school. Now the end of the first semester is approaching and she has answered them, begging them to be patient and to remain till the second term begins.

She would like to go there herself,¹ but she is afraid that the heart disease from which she is suffering may² attack her during the trip and catch her far from her doctor. For that reason, in the letter which I inclose and which she wants you to deliver to her sons, she begs them to obey you and do what seems best to you. Do her this favor. She also wants you to ascertain whether the principal of the school will return to her the money she paid for the rest of the year if she takes her sons away now. If he refuses it, overcome the dislike of the boys by explaining to them that it is better for them to obey their dear mother and to remain there till the end of the year. But she does not doubt that, when you apply to the principal and explain the case to him, he will return the money. She wishes me to thank you in advance for the great service you will render her and, knowing your kind heart, she hopes you will reply to her soon.

I remain most cordially yours.

B. — Mrs. Perez and Mrs. Lopez are conversing. They are speaking of their children, of their friends, of their servants.

MRS. PEREZ *exclaims*. — How difficult it is to-day to find good servants! I remember how trustworthy were the servants that my parents had when I was a² little girl. Most of them served us for² a long time and continued serving us until they died.

MRS. LOPEZ. — That is true. It is not easy to find a good servant now. Most of them are not trustworthy. They try to deceive their masters. They know how you prefer them to do certain things, but they do not do them well. Generally they do not

¹ Say "she herself."

² Omit.

listen to what you ask them to do. They continue doing the same thing in¹ their own way although they have seen you do it to teach them the way you prefer them to do it, but they do not endeavor to fix in their memories² the way you did it. They will forget tomorrow what they acquire to-day, and in trying to teach them how³ to do things well, you often lose your time and your patience. They do not observe the way you do it because they think that they know better how³ to do it than you. You repeat to them the same words a hundred times, but they pay no more attention to what you say than they would⁴ if you were using phrases of an unknown language. They do not seem to understand the meaning of your words. They have much to learn, but you have nothing to say. But if the master says the greatest nonsense before one of them, generally she laughs as if the former had said the wittiest thing in the world. A bad servant is not converted easily into a good servant.

C. — MRS. PEREZ. — You are right. I still remember one of our old servants. She guessed what you wanted her to do, and she did it the way⁵ you liked her to do it. If you did not like her way of doing certain things, she changed it and begged you to teach her how³ to do them perfectly. If you taught her the way, she observed you attentively, she listened to each word you said and she obeyed you.

MRS. LOPEZ. — I think that her life would be a good example for modern servants, for it is impossible to find such servants now. But I am glad that we have a good one³ at last. He often renders us services without expecting us to pay him for them. He never repeats to our neighbors' servants what we say when we converse with our friends. He has decided to spend his life serving us and prefers to take care of us rather³ than do anything else.⁶ It will be a great pleasure for him to serve us until he dies or until we die,

¹ Use a.

³ Omit.

⁵ Say "of the way."

² Say "the memory."

⁴ Supply "do."

⁶ Use *cualquiera otra cosa*.

and if we die first,¹ he has promised us to keep on serving our children.

D. — MRS. PEREZ. — And how hard it is to educate children!

MRS. LOPEZ. — Yes, and after they finish their studies and receive their diplomas, they do not know what career to choose, and if they choose one they do not follow it. I know a young man who had begged his parents to permit him to become an engineer. Now he prefers to be a doctor. Another one has studied medicine and now he would like to be an artist. I know a third one² who, after preparing himself to be a business man, preferred the military career. He served in the last war. He was wounded and died. Young men³ always prefer the career they have not chosen. Sometimes they do not choose any; they follow none. They prefer to spend their time doing nothing and spending the money that their fathers have acquired by working hard.⁴ They easily find friends who laugh at what they say and do, who repeat their nonsense⁵ as if they were witticisms and who render them homage as if they were the brightest and the greatest men in the world. I know many people who call themselves your friends and who are only worshipping your purse. The power of money is greater than that of real friendship.

MRS. PEREZ. — Yes, and if you scold your sons for their behavior, and if you beg them to repent and reform, some laugh at you, some are sorry for the sorrow they have given you and promise to change their way of living. You hope that they will select a career, and you rejoice. But they are young; they are afraid that their friends will laugh at them if they reform; they forget to-day what they have promised you yesterday; nothing is gained and they continue living in⁶ the same way.

MRS. LOPEZ. — Well, I must be going,⁷ Mrs. Perez. Good-by.

MRS. PEREZ. — I hope to see you soon again.

¹ Use the adverb.

² Omit.

³ Supply "the."

⁴ Use *mucho*.

⁵ Use the plural.

⁶ Use *de*.

⁷ Use the reflexive form.

LESSON XXX

270. Learn all tenses of **decir** (§ 335); **poder** (§ 324); **venir** (§ 339); **dar** (§ 318).

271. Exercises

A. — *Identify*: 1. Pueden; podríais; pudiese; pudiste; podrá; pudiera; puedo; puedas; podían; podido; pude; podrían; pudiendo; pudiésemos. 2. Di; dije; decía; dicen; digo; dijeron; diga; dijo; dice; diciendo; diré; diríamos; dicho. 3. Venía; vinimos; vendré; venid; vine; vendría; viniendo; vinieron; vengamos; vino; ven; viniesen.

B. EL BURRO Y EL LOBO (*Una Fábula*)

Un burro cojo vió que venía siguiéndole un lobo, y no pudiendo huir de su enemigo, le dijo:

— Amigo lobo, apenas puedo dar un paso. En poco tiempo no podré seguir y acabarán conmigo los dolores de este pie de que cojeo. Y pues que no puedo andar más, ten piedad de mí, ven y sácame con los dientes este clavo, a fin de que pueda morir sin este terrible dolor. Después puedes comerme.

— ¡Oh! dijo el lobo, viendo la presa ya en mano, te digo que el caso es muy sencillo para mí. Alárgame la pata y pronto podrás sentir alivio.

El nuevo cirujano vino al doliente con los dientes desenvainados, mas de contado le disparó el burro una coz que lo dejó sin un diente y casi lo mató. Así el cojo pudo escaparse, y el triste herido se quedó llorando su desventura, diciendo:

— ¡Ay, infeliz de mí! He merecido el pago de mi locura.

¿Por qué me he fiado de aquel animal? Siempre me llevé el mejor bocado en mi oficio de carnicero, y pues si pude vivir tan regalado, ¿por qué me metí a curandero? La verdad es: quien deja el propio oficio por ajeno, no tiene juicio.

C. — Write the classified list of all new words in B.

D. — Form questions on B and answer them.

E. — Reread B and identify every finite verb.

F. — Replace the past descriptive by (a) the present indicative; (b) the past absolute; (c) the present perfect; (d) the future; (e) the conditional: 1. Yo decía siempre la verdad. 2. Vd. no podía huir. 3. Vds. venían temprano. 4. Yo huía (see § 249, 7) de mi enemigo.

G. — Supply the proper person of all the tenses of the indicative mode of decir in the first sentence, of venir in the second and of poder in the third: 1. ¿Quién lo —? 2. ¿Quién — tan temprano? 3. ¿Qué — hacer yo?

H. — Replace the dash by the present subjunctive of the verb the italicized infinitive of which stands at the head of each line:

Decir. No creo que Vd. — todo lo que sabe.

Poder. El teme que yo no — llegar a tiempo.

Venir. Esperan que Vds. — conmigo.

Poder. Deseo un empleado que — entender el español.

Decir. ¿Prohibe que yo — lo que sé?

Venir. Es posible que yo — a verles a Vds.

I. — Replace the present indicative by the past descriptive in the main clauses of the sentences under H and make all the necessary changes in the dependent clauses.

J. — Give the complete imperative, familiar and formal, singular and plural, affirmative and negative of: 1. decir la verdad; 2. venir acá.

LESSON XXXI

272. Learn the irregular verbs *caber*, to fit (§ 320); *caer*, to fall (§ 321); and *querer*, to wish (§ 326).

Review *dar* (§ 318) and *saber* (§ 327).

273. Idiomatic Expressions

Le dieron muerte.	<i>They put him to death.</i>
Dió a saber su llegada.	<i>He made known his arrival.</i>
La ventana da al jardín.	<i>The window looks out on the garden.</i>
El rey lo supo.	<i>The king learned it.</i>
Sabe evitarlo.	<i>He knows how to avoid it.</i>
No me cabe duda.	<i>I have no doubt.</i>
No cabe duda.	<i>There is no doubt.</i>

274. Exercises

A. — *Identify and translate:* 1. Cabe; quepo; quepa; cabré. 2. Cupe; cabía; cupo; cupiera; cabría. 3. Caí; cayó; caiga; caemos; caímos. 4. Caeré; caigo; caigamos; cayese; cayeran. 5. Dí; dió; doy; daré; dará. 6. Da; dan; den; dieron; dieran. 7. Sé; sepa; supe; sabemos; sepamos. 8. Supimos; supierais; supiésemos; sabré; sabe. 9. Quisiese; quiso; quisiéramos; querré; quiere. 10. Quiero; quiera; quería; querría; queremos; quisimos.

B. EL ASTRÓLOGO

Había en la corte de cierto rey un astrólogo que pretendía saber lo que iba a acontecer a todo el mundo. Un día dió ofensa a uno de los cortesanos, el cual quiso vengarse. El cortesano dió a saber al rey que tenía en su corte un embus-

tero, que decía que sabía el porvenir. Cuando el rey supo esto, no le cupo duda de que el astrólogo era un bribón y quiso llamarle para hacerle algunas preguntas.

— Si cae en el lazo, dijo el rey, y no me da la respuesta que quiero, le mandaré arrojar por la ventana que da al río. Así caerá sobre las rocas y morirá.

El astrólogo supo todo por uno de los cortesanos que lo conocía y a quien le dió lástima la suerte que le esperaba. Le dijo al bribón:

— ¿Sabes que quieren tenderte un lazo, y que si caes en él te darán muerte? Espero que sabrás evitarlo.

El astrólogo le respondió:

— Sabiéndolo de antemano, no tengas cuidado de que caiga yo en el lazo.

Cuando se presentó el astrólogo, le dijo el rey:

— Me dicen que sabes lo que va a suceder a todo el mundo. Si es verdad, no cabe duda que sabrás también lo que va a sucederte a ti mismo. Ahora te doy esta ocasión de lucir tu habilidad. Quiero que me digas si sabes cómo y cuándo vas a morir.

El astrólogo no cayó en el lazo. Contestó al rey:

— Señor, no quiero que mi respuesta dé pena a Vuestra Majestad. No sé cómo moriré, pero sé muy bien que moriré tres días antes que Vuestra Majestad.

Tanto terror dió esta respuesta al rey que en lugar de mandar que le diesen muerte, mandó que le diesen una pensión y le prometió que lo cuidarían tanto que moriría de vejez.

C. — *Write a classified list of all new words in B.*

D. — *Form questions on B and answer them.*

E. — *Reread B and identify every finite verb.*

F. — *Dramatize B.*

G. — *Replace the past descriptive by (a) the present indicative; (b) the past absolute; (c) the present perfect; (d) the future; (e) the conditional:* 1. Las ventanas daban al jardín. 2. Queríamos tenderle un lazo. 3. ¿Cabía alguna duda? 4. Yo caía en el lazo. 5. Yo quería una respuesta. 6. Vd. no sabía mucho. 7. Ella no conocía à nadie.

H. — *Give the complete imperative, affirmative and negative, of:*
1. dar a saber su llegada; 2. caer.

I. — *Replace the dashes by the present subjunctive of the verb the italicized infinitive of which stands at the head of each line.*

Saber. ¿Cree Vd. que los astrólogos — el porvenir?

Conocer. Deseo que Vds. — a mi mejor amigo.

Caer. Teme que nosotros — por la ventana.

Querer. Esperamos que ella — vernos.

Caber. Es preciso que no — duda.

Dar. El quiere que yo — a saber su respuesta.

J. — *Replace the present indicative by the past descriptive in the main clauses of the sentences in I above and make all the necessary changes in the dependent clauses.*

LESSON XXXII

275. Learn *andar, to go* (§ 317); *oír, to hear* (§ 337); *valer, to be worth* (§ 331); *conducir, to conduct, lead* (§ 334).

Review *ir* (§ 336).

276. Exercises

A. — *Identify and Translate:* 1. Ando; anduviese; fuésemos; va; valgan. 2. Anda; fuí; vale; oye; conduzco. 3. Vayan; ande; valdré; oímos; conduciría. 4. Andan; andad; vaya; oigo; conduje. 5. Fué; voy; valiesen; oyese;

conduciremos. 6. Anden; anduve; fuera; irían; oyó; conducimos; conducirá. 7. Anduvo; vamos; oiga; oyeran; valgamos; condujeron. 8. Anduviéramos; valgo; valdrían; oíd; conduzcamos. 9. Iremos; oyendo; oí; condujeran.

B. ASTUCIA DE UN CIEGO

Hace muchos años que vive en una ciudad de España un ciego. Anda por las calles con un perro que le conduce de un lugar a otro. En su casa no necesita que le conduzca nadie, pues anda por los cuartos sin tropezar con los muebles. Como todos los ciegos, éste tiene un oído finísimo y oye el más ligero ruido. Como dice él:

«No hay nadie que oiga más que yo. Muchas veces oigo ruidos que otros no oyen. Casi puedo decir que oigo volar una mosca.»

Este ciego tenía quinientos duros, y no considerándolos seguros en su cuarto, fué una noche al corral de la casa y los enterró al pie de un árbol. Por casualidad vió el acto un vecino suyo, y cuando el ciego se retiró, el vecino fué al árbol y se robó el tesoro escondido.

Cuando el ciego fué a visitar el tesoro, por supuesto no lo halló, pero no se desesperó por esto. Recordó que había oído decir que entre los vecinos de la casa había uno que no trabajaba, pero que siempre andaba en diversiones y siempre tenía dinero. No necesitó más para sospechar que éste era el ladrón. Alguien le condujo al cuarto de éste, y el ciego le dijo:

— Oiga Vd., amigo mío, voy a pedirle un favor. He reunido cierta suma, de la cual he escondido la mitad en un lugar seguro. He sabido que Vd. es un hombre de buen criterio y quiero consultarle sobre un punto importante. Pienso es-

conder la otra mitad y deseo que Vd. me diga si debo esconderla en el mismo sitio o en otro para no perder todo en caso de hurto. La suma no vale mucho, pero para mí representa el bienestar.

Cuando el ladrón oyó esto, determinó robar la suma entera, y dijo al ciego:

— Valga lo que valiera, por el mundo anda mucha gente mala, y Vd. debe tener su dinero en un sitio seguro. Vaya Vd. y ponga el resto del dinero donde tiene el otro.

El ciego prometió que esa misma noche iría a ponerlo, y se fué.

Después que se había ido, el ladrón fué y puso los quinientos duros robados al pie del árbol para coger luego los mil. Pero esa misma noche fué el ciego al árbol, sacó su dinero y en su lugar dejó un cordel y un papel que decía: «ahórcate, ladrón.»

C. — *Write a classified vocabulary of all new words in B.*

D. — *Form questions on B and answer them.*

E. — *Reread B and identify every finite verb.*

F. — *Dramatize B.*

G. — *Replace the present indicative by (a) the past descriptive; (b) the past absolute; (c) the past perfect; (d) the future; (e) the conditional:* 1. Voy al jardín. 2. Andamos muy lentamente. 3. Los ciegos oyen el más ligero ruido. 4. Esos perros no valen nada. 5. Me conducen de un lugar a otro. 6. ¿Oye Vd. lo que digo? 7. Sé adonde van Vds. 8. Les doy a ellos algo que vale mucho.

H. — *Supply the proper person of all the indicative tenses of andar in the first sentence; of oír in the second and third; of valer in the fourth; of conducir in the fifth, and of ir in the last:* 1. ¿Quién — en el jardín? 2. ¿Quién — ese ruido? 3. ¿Qué — Vds.? 4. ¿Cuánto — el caballo de él? 5. ¿Adónde le — Vd.? 6. El ciego — al corral.

I. — Give (a) *the complete imperative affirmative of*: 1. oírles; 2. andar lentamente; 3. darlo. (b) *The complete imperative negative of*: 1. irse al campo; 2. hacerlo; 3. conducirla.

J. — *Replace the dashes by the present subjunctive of the verbs the italicized infinitive of which stands at the head of each line:*

Andar. Quiero que Vds. — más lentamente.

Oír. Temo que él — lo que decimos.

Valer. No hace nada que — la pena (*the trouble*).

Irse. ¿Es preciso que yo — antes de Vd.?

Conducir. Ella quiere que yo — a sus niños a la escuela.

K. — *Replace the present indicative by the past absolute in the main clauses of the sentences in J (above) and make all the necessary changes in the dependent clauses.*

277. Review Exercises (*Especially Lessons XXX-XXXII.*)

A. — 1. What animal does the donkey see? 2. What is the wolf doing? 3. Is the wolf a friend or an enemy of donkeys? 4. Is the donkey able to flee and escape? 5. Does he flee? 6. Does he escape? 7. Does he speak to the wolf? 8. How does he call him? 9. What does the donkey say that he cannot do? 10. What will he be unable to do soon? 11. Why does he limp? 12. When will his pain end? 13. What does he beg his dear friend to do? 14. What prevents the donkey from walking? 15. What must the wolf do with his¹ teeth? 16. Why does the donkey wish the wolf to pull out that nail? 17. After the latter has pulled out the nail, what can he do? 18. What does the wolf see already? 19. Does he think that it is a difficult thing? 20. Does he fall in the trap that the donkey has set for him? 21. Does he show any judgment? 22. What does he ask the donkey to do? 23. What will the latter feel soon? 24. How does the wolf begin his new office of surgeon? 25. Is he showing his¹ teeth? 26. What does the donkey suddenly give him? 27. What is a slight kick?

¹ Say "the."

28. Has the wolf still teeth after receiving that terrible kick?
 29. What is the donkey able to do now? 30. Why does the wolf weep?
 31. What does he say to himself?¹ 32. Does he think that he deserves such a misfortune?
 33. Was it folly to trust that donkey?
 34. What kind of employment had he given up?
 35. What new employment has he chosen? 36. What should² he have done?
 37. What is true? 38. What is the lesson of this fable?

B. THE FOX, THE WOLF AND THE DONKEY.

A fox saw a donkey in a field. It was the first donkey that he had seen in his life. He went to an old wolf whom he knew and said to him:

— Come quickly; I have just seen a strange animal in a field near here. If we can catch him, we shall kill him and eat him.

— I am coming at once, answered the wolf laughing. It is possible that it is a prey that Fate³ is sending us.

They ran as fast as they could to the place where the donkey was. When he saw them coming⁴ the donkey felt like fleeing, but he could not escape because they were so near him, and he decided to wait for them.

— Sir, said the fox, we are your faithful servants. Allow us to introduce ourselves to you. My friend is Mr. Wolf who is the best butcher in our city, and I am the youngest son of Mr. Fox, the famous quack. We have never seen an animal as large as you; we have come to look at you and we would like to know your name.

The donkey, who was not a fool, answered him:

— I am glad to see you, gentlemen. But if you wish to know my name, you may read it on my foot. It is written⁵ there. Read it if you can.

On hearing this, the fox showed his cunning by⁶ telling the

¹ Use the reflexive form and the prepositional pronoun followed by *mismo*.

² Use "deber."

³ Supply "the."

⁴ Use the infinitive.

⁵ See § 184.

⁶ Omit.

donkey that his parents being very poor had not sent him to school¹ and that he could not read. But he added:

— My friend went to school¹ when he was young. His parents who were rich had him educated. He has much judgment and can read well. You are giving him an occasion to display his knowledge.

The wolf, falling into the snare that the donkey had set for him, approached the latter and told him to lift his² foot. The donkey, instead of lifting his foot, suddenly lets go a frightful kick, throws the wolf ten paces from him, leaves him without teeth, and almost kills him. When the wolf got up, badly wounded, limping and lamenting, the donkey was fleeing as fast as he could.

— Brother, said the fox to the wolf, I pity your fate. It grieves me to see you in such a condition. I cannot read but I imagine that that terrible animal has written on your jaws that one should never trust an unknown person.³

C. — What are astrologers? — They are people who pretend to be able to read the stars and to know the future. — Where was one of them living? — He was living at the court of the famous king of France, Louis XI. — What had he done? — He had given offence to one of the king's courtiers. — What did the courtier do? — Wishing to avenge himself, he went to the king to let him know that his enemy was an impostor. — On hearing this, had the king any doubt that it was the truth? — The king said to his courtier: "There is no doubt that he is a rascal, but I wish to see him and to hear him. I wish him to come here. Send him to me. I shall set a trap for him and shall ask him a few questions." And the king added that if he did not like the astrologer's answers, he would have him hung or thrown out of one of the windows which looked out on the river, hoping that he would fall on the rocks and be killed. — Who heard what the king said? — Another courtier who went to the astrologer's house and said to him: "I have known you

¹ Supply "the."

² Say "the."

³ Omit.

for some time and you have done me a few favors by informing me of what was going to happen to me. The fate that awaits you grieves me. I pity you and I came here to let you know what your enemy has done. The king is going to order you to come to him. I do not know what snare he will set for you, but do not fall in it. Avoid it if you can or you will die. They will throw you out of a window so that you will fall on the rocks and be killed." — What did the astrologer answer him? — "I thank you very much for having come. I thank you very much for the great service you are rendering me. If I had not known beforehand what they wished to do, I might have fallen in their trap; but have no fear, I shall know how¹ to avoid it." — What did the courtier say? — "It is not worth while to speak of it." — When the astrologer was called before the king, did he go? — He went immediately. — What did the king ask him? — He asked him many questions: "Are² you an¹ astrologer? Do you read the stars? Do you know the future? Can you tell when and how each person will die? Is it true that you know beforehand what will happen to everybody?" And he added without giving him time to answer: "Show your knowledge. I am going to give you a chance to show it. Answer this question at once. Tell me when and how you are going to die?" — Did the astrologer fall in the snare? — No, he avoided it by¹ answering the king that he did not want to grieve him by¹ telling him the truth, but although he could not tell how he would die, there was no doubt that the king would die three days after him. — Did the king order him to be put to death?³ — No. Instead of having him thrown out of the window and killed, the king, terrified, gave him a pension and took such good care of him that he died of old age.

D. — The blind are persons who cannot see anything. Poor blind persons often have dogs which lead them from one place to another. With a stick in their hands,⁴ they go slowly from one

¹ Omit.

² Use the 2d person singular familiar.

³ Say "that they put him to death,"

⁴ Say "in the hand."

street to another, stumbling against everything. Their hearing is generally very fine and they hear the slightest noises. Some say that their hearing is so fine that they can hear flies fly. Often they hear noises that those who can see cannot hear.

The blind man of whom we are going to speak is not poor. He has gathered a large sum of money, but he does not dare to keep it in his house, for he has no safe. The fear of losing it prevents him from sleeping. For that reason he decides to hide it one night in his garden at the foot of a large tree without saying anything to anybody.

Unfortunately he has bad neighbors, and two of them, having seen him hide something, go there after the blind man has withdrawn, find the money and steal it.

A few days later, the blind man, availing himself of a very dark night, goes alone to the garden to see if his treasure is safe where he has buried it, but he cannot find it. He says to himself, "Who has stolen it? Somebody must have seen¹ me hide the money. I have no doubt that it is a neighbor. But which one? He must be very bad when he steals a poor blind man's money."

The next day he is told² that two of his neighbors, although they do not work, have a great deal of money in their pockets and indulge in all kinds of amusements. He suspects them. Here he has a chance to show his cunning. He will not despair. He will not hang himself. He will set a trap for the robbers. What will he do?

He will beg a friend to take³ him to the house of one of the men whom he suspects. He will tell the latter that he has heard that he has such good judgment and such great ability that he wishes him to advise him in this important case. Having hidden half of his money in a safe place, and desiring to hide the rest, for fear of a theft, where will he put it? Will he dare to put it with the other half? Will he select another spot?

¹ Say "will have seen."

² Say "they tell him."

³ Use *conducir*.

On hearing this, the neighbor falls into the trap at once, and, hoping to avail himself of the occasion to seize the whole sum, he advises the blind man to put the rest of his money in the place where he has hidden the first half. The blind man thanks him and goes away, saying that he will do so¹ the next night.

You will easily guess the rest. The thief will call his friend and will let him know what the blind man intends to do. Not suspecting a snare, they will go at once to the blind man's garden and will bury again the money they have stolen. The blind man, going there after them the same night, will find all his money.

They say that when the two neighbors went to the foot of the tree again to seize the whole sum, they found nothing but two ropes and a slip of paper on which were written² these words: "Thieves, avail yourselves of these ropes and use them to hang yourselves."

Reading Lesson

I

278.

LA CUNA VACÍA

Bajaron los ángeles,
besaron su rostro,
y cantando a su oído dijeron:
"Vente con nosotros."

Vió el niño a los ángeles
de su cuna en torno,
y agitando los brazos les dijo:
"Me voy con vosotros."

Batieron los ángeles
sus alas de oro;
suspendieron al niño en sus brazos
y se fueron todos.

¹ Say "it."

² See § 184.

De la aurora pálida
 la luz fugitiva
 alumbró a la mañana siguiente
 la cuna vacía.

JOSÉ SELGAS.

II

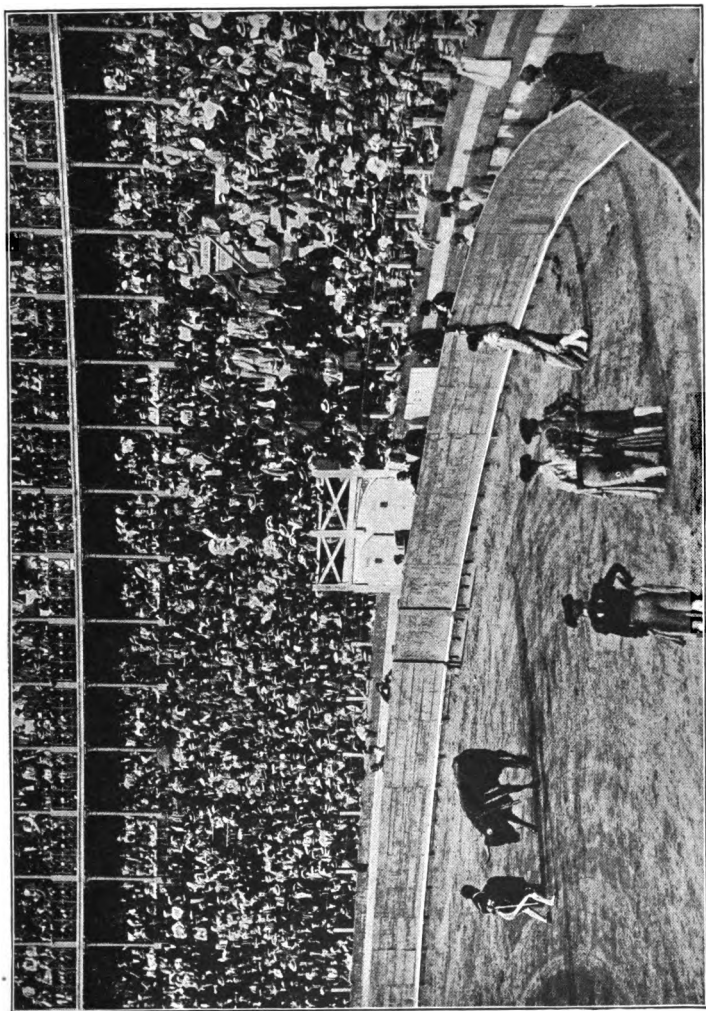
279.

CONGRESO DE RATONES

Juntáronse los ratones
 para librarse del gato,
 y después de un largo rato
 de disputas y opiniones,
 dijeron que acertarían
 en ponerle un cascabel,
 que andando el gato con él
 guardarse mejor podrían.

Salió un ratón barbicano,
 colilargo, ojiquerromo,
 y encrespando el grueso lomo,
 al senado dijo ufano
 después de hablar culto un rato:
 ¿Quién de todos ha de ser
 él que se atreva a poner
 ese cascabel al gato?

LOPE DE VEGA.



BULL-FIGHT OF TO-DAY

LETTERS

280. Anuncios

- Casas de alquiler.
- Casas de venta.
- Se alquila.
- Se vende.
- Se alquila amueblada (or amoblada).
- Se alquila sin muebles.
- Avisos al público.
- Cuidado con los cortabolsas (or carteristas).
- Ventas en remates (or almoneda).
- Se solicitan huéspedes.
- Diversiones.
- Lugares de temporada.
- El pasaje es cinco centavos.
- Por aquí pasa (or aquí cruza) el ferrocarril.
- Cuidado con los carros.
- Se prohíbe la entrada.
- Se prohíbe fumar. }
- No se permite fumar. }
- No se permite fijar carteles. }
- No fijar carteles. }

281.

Letter Writing

1. For dating.

Nueva York, 8 de diciembre de 19—.

Buenos Aires, 1° de junio de 19—.

Madrid, enero 2 de 19—.

2. Phrases concerning dates.

Fechada (fecha) 23 del { corriente,
actual,
que cursa,
presente,
que rige, }

30 del p. pdo. (próximo pasado),

209

Advertisements

- Houses to let.*
- Houses for sale.*
- To let.*
- For sale.*
- To let furnished.*
- To let unfurnished.*
- Public notices.*
- Beware of pickpockets.*
- Auction sales.*
- Boarders wanted.*
- Amusements.*
- Summer resorts.*
- Fare five cents.*
- Railroad crossing.*
- Look out for the cars.*
- No admittance.*
- No smoking.*
- Post no bills.*

3. Salutations.

Muy señor mío,
 Muy señor nuestro (from a firm), } *Dear Sir.*
 Muy señores míos,
 Muy señores nuestros (from a firm), } *Gentlemen.*

To a lady.

Muy señora mía, } *Dear Madam.*
 Señora,
 Distinguida Señorita, } *Dear Miss.*
 Señorita,

Less formal.

Querido amigo, *Dear friend.*
 Estimado (estimable) amigo, } *Esteemed friend.*
 Apreciado (apreciable) amigo,

4. Phrases for beginning a letter.

Tengo (tenemos) el honor (la honra) de	} anunciarle, participarle, manifestarle,	} <i>I (we) have the honor to inform you.</i> <i>I (we) take pleasure in informing you.</i> <i>I (we) take the liberty to inform you.</i>
Tengo (tenemos) el gusto de		
Me tomo (nos tomamos) la libertad de		

5. To acknowledge receipt of letter.

Tengo (tenemos) el gusto de acusar recibo de.			<i>I (we) have pleasure in acknowledging receipt of.</i>		
Acabo (acabamos) de recibir	} su {	} apreciable atenta grata carta	} del {	} <i>I (we) have just received</i> <i>I (we) have received</i> <i>Is at hand</i> <i>I (we) have before me (us)</i> <i>In answer to</i>	} your favor, your letter, yours
He (hemos) recibido					
Es (obra) en mi (nuestro) poder					
Tengo (tenemos) a la vista					
En contestación a					
					} <i>of the . . .</i>

6. To close a letter.

Soy (somos)	} de Vd. ato. (atos.) y { <i>I am (we are)</i> } yours very
Quedo (quedamos)	
Sin otro particular,	<i>Without further particulars.</i>
Sin más por hoy,	<i>With nothing more to-day.</i>
Esperando sus gratas noticias,	<i>Hoping to hear from you.</i>
Tengo el honor de subscribirme,	<i>I have the honor to remain.</i>
Aguardando su contestación,	<i>Awaiting your answer.</i>

7. Abbreviations used in letters.

afmo., affmo., afectísimo, *most cordial.*ato., atto., atento, *attentive, sincere.*corrte., corriente, *current, present month.*D., don, *Don.*Dña, Da, *Doña.*Exmo., excelentísimo, *honorable.*Hos., hnos., hermanos, *brothers.*no., número, *number.*ppdo., próximo pasado, *last month, ult.*pte., presente, *this month.*Q. B. S. P., que besa sus pies,¹ *yours respectfully (to a woman).*Q. B. S. M., que besa sus manos,¹ *yours respectfully (to a man).*Sr., Señor, *Mr.*Sra., Señora, *Mrs., Madam.*Srta., Señorita, *Miss.*S. S., Seguro(s) servidor(es), *yours truly.*S. S. S., Su(s) seguro(s) servidor(es), *yours truly.*SS. SS., seguros servidores, *yours truly (plural).*

282. Announcing Formation of a Partnership

BARCELONA, julio 15 de 19—.

Señores Smith and Black,
New York.

Muy señores nuestros:

Tenemos el honor de participar a Vds. que desde el primero del presente mes hemos establecido en esta ciudad bajo la razón social

¹ Not in common use in Spanish America.

MORENO Y CHACÓN

una casa de comercio que se ocupará de la compra y venta en comisión de toda clase de artículos.

Pueden Vds. tener la seguridad que pondremos el mayor cuidado en la ejecución de los pedidos que se sirvan Vds. confiarnos.

En la esperanza de que tendrán Vds. a bien disponer de nuestros servicios, rogamos que tomen nota de nuestras firmas expresadas a continuación, y nos ofrecemos a las órdenes de Vds. sus atentos y SS. SS.

MORENO Y CHACÓN.

El señor Alberto Moreno firmará, Moreno y Chacón.

El señor Miguel Chacón firmará, Moreno y Chacón.

Write a letter of thanks in answer to the foregoing.

283. Introducing a Traveling Salesman

BALTIMORE, mayo 10 de 19—.

Señores B. M. Tanco y Cía.,
Caracas.

Muy señores nuestros:

Por la presente tenemos el honor de avisar a Vds. que hemos tomado como empleado viajero al señor A. G. Brown, el cual pronto emprenderá un viaje para visitar las principales ciudades de la América del Sud, y tendrá el honor de saludarles.

Rogamos a Vds. que se sirvan reconocerle como representante nuestro, y nos permitimos recomendarle encarecidamente a su buena acogida, suplicándoles al mismo tiempo que tengan a bien favorecerle con sus apreciadas órdenes, que serán ejecutadas con esmero, cuidado y puntualidad según el uso constante de nuestra casa.

Siempre a su disposición, saludan a Vds. muy sinceramente sus afectísimos SS.

BLAKE, SHARPE & Co.

284.

Offering Services

NEW YORK, noviembre 1° de 19—.

Señor A. Ortega,
Habana, Cuba.

Muy señor nuestro:

Deseando aumentar el número de nuestros corresponsales en la América hispana, y habiendo recibido los mejores informes sobre la integridad de su casa, nos es grato manifestarle que tendríamos mucho gusto en entrar en relaciones comerciales con Vd., y así nos tomamos la libertad de ofrecerle nuestros servicios, los cuales ponemos a la disposición de Vd. para cualquiera circunstancia.

Gozando desde muchos años estrechas relaciones con los principales manufactureros de esta plaza, creemos que nuestros servicios le serán de utilidad y que quedará Vd. satisfecho de las condiciones bajo las cuales podríamos facilitarle los artículos que pudiera necesitar.

Puede Vd. tomar los informes que guste sobre nuestra casa, pues estamos persuadidos de que nadie podrá decir cosa alguna en nuestra desventaja.

Asegurándole que pondremos todo cuidado y esmero en servirle y en espera de una contestación favorable, quedamos de Vd. atentos y seguros SS.

THE FEDERAL TRADING CO.

Write a favorable answer to the preceding letter.

285.

Applying for a Position

BUENOS AIRES, mayo 22 de 19—.

Señores P. A. Fornés y Cía.,
Buenos Aires.

Muy señores míos:

Habiéndoseme dicho hoy que tienen Vds. un empleo vacante en su respetable casa, me tomo la libertad de dirigirme a Vds. para solicitar dicha plaza.

No creo faltar a la modestia al decir que creo tener conocimientos suficientes para poder desempeñar a satisfacción el cargo que pretendo, pues he tenido una experiencia mercantil de diez años en la casa de F. B. Montero y Cía., de donde salí hace un mes por razones que explicaré si es necesario, y que no creo puedan perjudicarme.

Tengo 28 años, soy soltero, y vivo con mis padres. En cuanto a mi honradez, capacidades y moralidad, pueden Vds. dirigirse a dichos señores F. B. Montero y Cía., quienes les darán todos los informes que puedan Vds. desear.

Ruego a Vds. que se sirvan disimularme el haberle privado de su precioso tiempo, y tengo el honor de ser con la más alta estima, su ato. y S. S.

ARTURO RIVERO,

Calle — No. —.

Buenos Aires.

Write an unfavorable answer to the above letter.

**286. Seeking Information Regarding the
Responsibility of a Firm**

NEW YORK, 10 de marzo de 19—.

Señores Linares y Cía.,
Bogotá.

Muy señores míos:

En una circular recibida hace poco tiempo de los señores Acevedo y Álvarez anunciándome el establecimiento de su nueva casa de comercio en ésa, me indican dichos señores la respetable casa de Vds. como una de las que pueden darme los informes necesarios sobre su responsabilidad y carácter.

Deseando entrar en relaciones comerciales con dicha casa, me tomo la libertad de dirigirme a Vds., contando con su complacencia, para suplicarles que tengan la bondad de decirme su opinión sobre estos particulares.

Desde luego pueden Vds. contar con mi discreción en el uso que

haré de los informes que tengan Vds. a bien mandarme. Sintiendo mucho molestarles, doy a Vds. de antemano las gracias, y les ruego que me crean su más atento servidor,

JOHN M. WOOD.

Write a letter giving favorable information.

287. Letter of Introduction

NEW YORK, 18 de octubre de 19—.

Srs. J. M. Figueroa e hijo,
Valparaíso.

Muy señores nuestros:

Es portador de la presenté el señor James M. Benson, amigo nuestro muy querido que pronto emprenderá un viaje a la América del Sud representando la conocida y acreditada casa de H. B. Abbott y Cía., fabricantes de toda clase de maquinaria. Deseando muchísimo el logro de los proyectos del sobredicho señor lo recomendamos encarecidamente a su buena acogida de Vds., teniendo la convicción que le concederán su protección y harán por él cuanto les sea posible.

Damos a Vds. mil gracias de antemano y quedamos con estima y consideración

SS. atos. y S. S.

FOWLER AND MARSH.

288. Letter of Recommendation

SAN FRANCISCO, marzo 15 de 19—.

Sr. Don Eugenio Longa,
Caracas.

Muy señor mío:

La presente le será entregada por el Sr. Arturo Palmer a quien le recomiendo muy particularmente. El señor Palmer es un joven de esta ciudad, favorablemente conocido y de buena familia. Ha sido empleado de mi casa cuatro años durante los cuales jamás he tenido motivo de quejarme de su comportamiento. Pasa ahora a ésa para perfeccionarse en el castellano, el cual aunque lo posee de

una manera suficiente para darse a entender, desea dominarlo especialmente respecto al lenguaje comercial. Con este objeto piensa solicitar un empleo en alguna casa de ese comercio.

Le recomiendo, pues, este joven, suplicándole que le ayude en cuanto le sea posible, a hallar un empleo, y persuadido que él, por su parte, no dejará mal al que se interese por él.

Dándole anticipadamente las gracias por cuanto haga Vd. en favor de mi recomendado, quedo como siempre su ato. y S. S.

GEORGE BARNES.

289. Refusing Credit to New Customer

BOSTON, junio 22 de 19—.

Señores Delgado y Diana,
Ponce, Puerto Rico.

Muy señores nuestros:

Obra en nuestro poder su muy grata del 5 del que cursa en la cual nos incluyen un pedido para varias mercancías.

Aunque damos a Vds. las gracias por dicho pedido, el cual nos gustaría ejecutar, pues tenemos grandes deseos de entrar en relaciones con su respetable casa, tenemos el sentimiento de decirles, que, siguiendo el invariable uso practicado en esta casa, no podemos expedir las mercancías que nos piden sino contra reembolso o mediante una orden postal enviada de antemano.

Aguardando su contestación quedamos de Vds.

Atos. y SS. SS.,

BLEEKER AND WALKER.

290. Granting Credit

LYNN, MASS., julio 15 de 19—.

Señores N. D. Barranco e hijos,
Matanzas, Cuba.

Muy señores míos:

Tengo el honor de acusar recibo de su favorecida del 7 del actual en la cual me hacen un pedido de 100 cajas de zapatos, bajo ciertas

conveniente establecer una agencia de nuestra casa para Venezuela, y tenemos el gusto de participarles que hemos nombrado para hacerse cargo de dicha agencia al señor Juan Cosío, de Caracas. El señor Cosío tendrá el honor de visitarles de vez en cuando para ofrecerles nuestros servicios. Suplicamos que se sirvan reservar una buena acogida y favorecerle con sus pedidos, los cuales, como es nuestra costumbre, ejecutaremos con todo esmero.

Dándoles las gracias anticipadas, tenemos el honor de ofrecernos como siempre a sus órdenes y de repetirnos de Vds. atos. y SS. SS.

BUSH, WARREN Y Cía.

Write a letter offering an agency.

293. Asking Payment of Bill

CHICAGO, 7 de marzo de 19—.

Señor S. San Miguel,
Ponce, Puerto Rico.

Muy señor mío:

Viéndome precisado a hacer frente a varios gastos inesperados, y no teniendo fondos disponibles, la necesidad me obliga a cobrar algunas facturas atrasadas. Espero que no me llevará a mal que le suplique que se sirva saldar su cuenta de \$1225 antes del primero de mayo, fecha en que tengo que cumplir una obligación.

Conociendo, como conozco, su puntualidad en el pago, estoy persuadido de que el presente retardo será debido a algún olvido, y por esta razón me tomo la libertad de molestarle con estas líneas.

Espero que podrá Vd. acceder a lo que le pido, pero en caso de que no tuviese de momento fondos disponibles, le estimaría infinito que me mandase un pagaré el cual yo podría presentar al banco para el descuento.

Dándole anticipadas las gracias, me repito

de Vd. ato. y afmo. servidor,

JOHN A. SHELDON.

Write an answer asking for more time.

APPENDIX

THE VERB

294. In the following sections, all matter relating to the verb, both regular and irregular, is given in regular order for convenience of reference.

All Spanish verbs, whether regular or irregular, end in **-ar**, **-er** or **-ir**. This gives a convenient basis for classifying all the verbs, according to their infinitive endings, into three general groups or conjugations. Thus:

FIRST CONJUGATION	SECOND CONJUGATION	THIRD CONJUGATION
comprar	vender	vivir

295. Differences of person, mode and tense are indicated in the Spanish verb by adding certain inflectional endings to the root or stem of the verb, or, in some cases, to the whole infinitive.

296. The *stem* or *root*, or *radical* of a verb is what remains after dropping the infinitive ending **-ar**, **-er**, or **-ir**.

297. **The Regular Verb.** — A regular verb is one in which the regular inflectional endings are added to the stem of the infinitive or the whole infinitive without change in either of the latter. For the future and conditional, the endings are added to the whole infinitive, while throughout the rest of the verb they are added to the stem.

Although three conjugations are always given for convenience of classification, there are really but two full conjugations, the second and third having almost throughout the same endings. They differ in only four forms, namely, the *present infinitive*, the *first* and *second plural* of the *present indicative* and the *second plural* of the *imperative*. In the forms in which they differ the second

conjugation has the distinguishing vowel of that conjugation, e (-er, -emos, -éis, -ed), while the third has the distinctive vowel of the third, i (-ir, -imos, -ís, -id). The paradigms of the three regular conjugations are as follows:

298. I	II	III
INFINITIVE MODE		
compr ar, <i>to buy</i>	vend er, <i>to sell</i>	viv ir, <i>to live</i>
PARTICIPLES		
<i>Present</i>		
compr ando, <i>buying</i>	vend iendo, <i>selling</i>	viv iendo, <i>living</i>
<i>Past</i>		
compr ado, <i>bought</i>	vend ido, <i>sold</i>	viv ido, <i>lived</i>
INDICATIVE MODE		
<i>Present</i>		
<i>I buy, do buy, am buying, etc.</i>	<i>I sell, do sell, am selling, etc.</i>	<i>I live, do live, am living, etc.</i>
compr o	vend o	viv o
compr as	vend es	viv es
compr a	vend e	viv e
compr amos	vend emos	viv imos
compr áis	vend éis	viv ís
compr an	vend en	viv en
<i>Past Descriptive (Imperfect)</i>		
<i>I was buying, I used to buy, I bought, etc.</i>	<i>I was selling, used to sell, sold, etc.</i>	<i>I was living, used to live, lived, etc.</i>
compr aba	vend ía	viv ía
compr abas	vend ías	viv ías
compr aba	vend ía	viv ía

*Past Descriptive (Imperfect)**I was buying, I used to buy, I bought, etc.*

compr ábamos
 compr abais
 compr aban

I was selling, used to sell, sold, etc.

vend famos
 vend fais
 vend fan

I was living, used to live, lived, etc.

viv famos
 viv fais
 viv fan

*Past Absolute (Preterite or Past Definite)**I bought, did buy, etc.*

compr é
 compr aste
 compr ó
 compr amos
 compr asteis
 compr aron

I sold, did sell, etc.

vend í
 vend iste
 vend ió
 vend imos
 vend isteis
 vend ieron

I lived, did live, etc.

viv í
 viv iste
 viv ió
 viv imos
 viv isteis
 viv ieron

*Future**I shall buy, etc.*

comprar é
 comprar ás
 comprar á
 comprar emos
 comprar éis
 comprar án

I shall sell, etc.

vender é
 vender ás
 vender á
 vender emos
 vender éis
 vender án

I shall live, etc.

vivir é
 vivir ás
 vivir á
 vivir emos
 vivir éis
 vivir án

*Conditional**I would or should buy*

comprar fa
 comprar fas
 comprar fa
 comprar famos
 comprar fais
 comprar fan

I would or should sell

vender fa
 vender fas
 vender fa
 vender famos
 vender fais
 vender fan

I would or should live

vivir fa
 vivir fas
 vivir fa
 vivir famos
 vivir fais
 vivir fan

IMPERATIVE MODE

<i>buy, etc.</i>	<i>sell, etc.</i>	<i>live, etc.</i>
compr a (tú)	vend e (tú)	viv e (tú)
compr ad	vend ed	viv id
(vosotros, -as)	(vosotros, -as)	(vosotros, -as)

SUBJUNCTIVE MODE

Present

<i>I may buy, that I may buy, etc.</i>	<i>I may sell, that I may sell, etc.</i>	<i>I may live, that I may live, etc.</i>
compr e	vend a	viv a
compr es	vend as	viv as
compr e	vend a	viv a
compr emos	vend amos	viv amos
compr éis	vend áis	viv áis
compr en	vend an	viv an

*Past (Imperfect)**(-ra form)*

<i>I might or should buy, etc.</i>	<i>I might or should sell, etc.</i>	<i>I might or should live, etc.</i>
compr ara	vend iera	viv iera
compr aras	vend ieras	viv ieras
compr ara	vend iera	viv iera
compr áramos	vend iéramos	viv iéramos
compr arais	vend ierais	viv ierais
compr aran	vend ieran	viv ieran

*Past (Imperfect)**(-se form)*

<i>I might or should buy, etc.</i>	<i>I might or should sell, etc.</i>	<i>I might or should live, etc.</i>
compr ase	vend iese	viv iese
compr ases	vend ieses	viv ieses
compr ase	vend iese	viv iese

Past (Imperfect)

<i>I might or should buy, etc.</i>	<i>I might or should sell, etc.</i>	<i>I might or should live, etc.</i>
compr ásemos	vend iésemos	viv iésemos
compr aseis	vend ieseis	viv ieseis
compr asen	vend iesen	viv iesen

Future

<i>I shall or should buy, etc.</i>	<i>I shall or should sell, etc.</i>	<i>I shall or should live, etc.</i>
compr are	vend iere	viv iere
compr ares	vend ieres	viv ieres
compr are	vend iere	viv iere
compr áremos	vend iéremos	viv iéremos
compr areis	vend iereis	viv iereis
compr aren	vend ieren	viv ieren

299. **Compound Tenses.** — The compound tenses for all verbs, regular and irregular, are formed by the proper form of the auxiliary **haber**, *to have*, and the past participle (not inflected) of the verb to be conjugated. In the following, only the first person is given to serve as examples of the formation of the compound tenses (see § 93). In addition, examples of the first conjugation only are given, as the method is the same in all three conjugations.

INFINITIVE

Present Perfect

haber comprado, *to have bought*.

PARTICIPLE

Present Perfect

habiendo comprado, *having bought*.

INDICATIVE

*Present Perfect**(Past Indefinite)*

he comprado, etc., *I have bought*,
etc.

*Second Past Perfect**(Past Anterior)*

hube comprado, etc., *I had bought*,
etc.

Past Perfect (Pluperfect)

había comprado, etc., *I had bought*, etc.

Future Perfect

habré comprado, etc., *I shall have bought*, etc.

Conditional Perfect

habría comprado, etc., *I would or should have bought*, etc.

SUBJUNCTIVE

Perfect

haya comprado, etc., *I may have bought*, etc.

Past Perfect (Pluperfect)

(-ra form)

hubiera comprado, etc., *I might or should have bought*, etc.

Past Perfect (Pluperfect)

(-se form)

hubiese comprado, etc., *I might or should have bought*, etc.

Future Perfect

hubiere comprado, etc., *I shall or should have bought*, etc.

300. The Passive Voice. — The passive voice is formed by the proper form of the verb *ser*, *to be*, and the past participle (inflected) of the verb to be conjugated (see § 183). The following forms of the passive of *amar*, *to love*, will serve as an illustration (see also § 103, 5).

INFINITIVE

ser amado, -a, -os, -as, *to be loved*.

PRESENT PARTICIPLE

siendo amado, -a, -os, -as, *being loved*.

PRESENT INDICATIVE

I am loved, etc.
soy amado, -a
eres amado, -a
es amado, -a
somos amados, -as
sois amados, -as
son amados, -as

PAST SUBJUNCTIVE (-ra form)

I might or should be loved, etc.
fuera amado, -a
fueras amado, -a
fuera amado, -a
fuéramos amados, -as
fuerais amados, -as
fueran amados, -as

PERFECT INDICATIVE

I have been loved, etc.
 he sido amado, -a
 has sido amado, -a
 ha sido amado, -a
 hemos sido amados, -as
 habéis sido amados, -as
 han sido amados, -as

PERFECT SUBJUNCTIVE

I may have been loved, etc.
 haya sido amado, -a
 hayas sido amado, -a
 haya sido amado, -a
 hayamos sido amados, -as
 hayáis sido amados, -as
 hayan sido amados, -as

301. Progressive Conjugation. — This is made up of the proper form of the auxiliary *estar*, *to be*, and the present participle of the verb to be conjugated. Very often the verbs *ir*, *to go*, and *venir*, *to come*, are used with a present participle in the same way.

estamos estudiando,	<i>we are studying.</i>
voy aprendiendo,	<i>I am learning (lit.: I go on learning).</i>
venía corriendo,	<i>he was running (lit.: he came running).</i>

302. Orthographic changes. — A rule of the Spanish verb requires that the consonant at the end of the infinitive stem (i.e. immediately preceding the *-ar*, *-er*, or *-ir*) must preserve the same sound throughout the conjugation that it has in the infinitive. Therefore, whenever the initial vowel of a flexional ending affects the sound of a final consonant of a stem, the latter is changed in such a manner as to preserve its original sound. These changes occur in regular or irregular verbs.

In the following, only those forms of the verb that are affected will be given. The changes in spelling are as follows:

303. First Conjugation. — 1. Verbs ending in *-c-ar* change the *c* to *qu* before *e*. This change occurs in the first singular of the past absolute, and throughout the present subjunctive, the only forms in which the flexional ending begins with *e*. For example, *tocar*, *to touch*:

Past Absolute 1st sing.: toqué.

Pres. Subj.: toque, toques, toque, toquemos, toquéis, toquen.

2. Verbs ending in **-g-ar** insert **u** between the **g** and a following **e**. The change occurs in the same forms as in **-c-ar** verbs. Thus, **pagar**, to *pay*:

Past Absolute 1st sing.: pagué.

Pres. Subj.: pague, pagues, pague, etc.

NOTE. In both the above classes, the **u** is mute, as it always is between **q** and **e** and **g** and **e**. It serves merely to preserve the hard sounds of **c** and **g** before **e**.

3. Verbs ending in **-gu-ar** must have a diæresis over the **u** (**ü**) before **e**. In the infinitive the **u** is pronounced. It would be mute when followed by **e**, hence the necessity of the diæresis to show that it is still pronounced. The changes occur in the same forms as above.

Averiguar, to *ascertain*:

Past Absolute 1st sing.: averigüé.

Pres. Subj.: averigüe, averigües, averigüe, etc.

4. Verbs ending in **-z-ar** change **z** to **c** before **e**. In these verbs there is no change of sound involved, the change being necessary owing to the rule that **z** must never be followed by **e** or **i**. The changes occur as above.

Avanzar, to *advance*:

Past Absolute 1st sing.: avancé.

Pres. Subj.: avance, avances, avance, etc.

304. Second and Third Conjugations. — 1. Verbs ending in **-c-er** and **-c-ir**, when **c** is preceded by a consonant, change **c** to **z** before **a** or **o** in order to preserve the soft sound of **c**. In this and in the three classes following, the change occurs in the first singular present indicative, and throughout the present subjunctive, the only forms having endings beginning with **a** or **o**.

Vencer, to conquer :*Pres. Indic. 1st sing.:* venzo.*Pres. Subj.:* venza, venzas, venza, venzamos, venzáis, venzan.

NOTE. Verbs ending in *-c-er* or *-c-ir* with *c* preceded by a vowel are truly irregular. They form a large class and are treated separately (see § 308).

2. Verbs ending in *-g-er* and *-g-ir* change *g* to *j* before flexional *a* or *o* in order to preserve the soft sound of *g*.

Escoger, to choose. :*Pres. Indic. 1st sing.:* escojo.*Pres. Subj.:* escoja, escojas, escoja, etc.**Dirigir, to direct :***Pres. Indic. 1st sing.:* dirijo.*Pres. subj.:* dirija, dirijas, dirija, etc.

3. Those ending in *-gu-ir* drop the *u* before *a* or *o*. The *u* of the infinitive being merely the sign of hard *g*, is not needed before *a* or *o*.

Distinguir, to distinguish :*Pres. Indic. 1st sing.:* distingo.*Pres. Subj.:* distinga, distingas, distinga, etc.

4. Verbs ending in *-qu-ir* change the *qu* to *c* before *a* or *o*.

Delinquir, to be delinquent :*Pres. Indic. 1st sing.:* delinco.*Pres. Subj.:* delinca, delincas, delinca, etc.

305. When the stem of a verb ends in *ll* or *ñ*, the *i* of the endings *ie* and *io* is dropped. This does not change the pronunciation of the word, however, owing to the *i* sound in the *ll* and *ñ*.

Bullir, to boil:**Bruñir, to polish:**

<i>Pres. Part.:</i>	bullendo	bruñendo
<i>Past Absolute 3d sing.:</i>	bulló	bruñó
	<i>3d pl.:</i> bulleron	bruñeron
<i>Past Subj.</i>	<i>-ra form:</i> bullera , etc., throughout	bruñera , etc., throughout
	<i>-se form:</i> bullese , etc., throughout	bruñese , etc., throughout
<i>Fut. Subj.:</i>	bullere , etc., throughout	bruñere , etc., throughout

306. It is a rule of Spanish orthography, that *i* when unstressed cannot stand between two vowels, and must be changed to *y*. Therefore in all verbs whose stem ends with a vowel (like *le-er*), the *i* of the endings that begin with *ie* or *io*, in all of which the *i* is unstressed, must be changed to *y*. The following are the forms affected.

Leer, to read:

<i>Pres. Part.:</i>	leyendo
<i>Past Absolute 3d sing.:</i>	leyó
	<i>3d pl.:</i> leyeron
<i>Past Subj.</i>	<i>-ra form:</i> leyera , etc., throughout
	<i>-se form:</i> leyese , etc., throughout
<i>Fut. Subj.:</i>	leyere , etc., throughout

307. Irregular Verbs.

An irregular verb is one which does not preserve the infinitive stem throughout its conjugation, or which does not have the regular flexional endings. A verb may be irregular in its stem, or its endings, or in both. Many have orthographical irregularities as well.

Many irregular verbs may be grouped into classes, each class presenting certain irregularities. Others defy classification and must be learned singly, as each presents irregularities peculiar to itself. The latter are among the most commonly used in everyday life.

308. Verbs with Inceptive Endings. — This is one of the largest groups of irregular verbs. It consists of verbs whose infinitives

end in **-cer** and **-cir**, with the **c** preceded by a vowel. The majority of them are derived from Latin inceptive (*-scere*) verbs. The irregularity is the inserting of **z** before the **c** when the flexional ending begins with **o** or **a**. This change occurs in the first singular of the present indicative and all six forms of the present subjunctive. The rest of the verb is regular.

Conocer, to know:

Pres. Ind. 1st sing.: conozco

Pres. Subj.: conozca, conozcas, conozca, conozcamos, conozcáis, conozcan.

NOTES. 1. **Decir, to say**, and **hacer, to make, to do**, are irregular verbs, but do not belong to this class.

2. Verbs ending in **-ducir**, like **conducir, to conduct**, and **traducir, to translate**, are irregular verbs conjugating the present tenses like the inceptive verbs. They have, in addition, other irregularities (see § 334).

309. Radical-changing Verbs. — There is a large number of verbs the only irregularity of which consists of the changing of the root or stem vowel (the last vowel of the stem) under certain conditions of accent. They are otherwise regular in every respect. Only those having stem vowels **e** or **o** are thus affected, but it does not follow that all verbs having stem vowels **e** or **o** belong to the class of radical-changing verbs. As there is nothing in the infinitive to indicate whether a verb is radical-changing or not, or to what class of radical-changing verbs it belongs, proper indications will be given in the General Vocabulary at the end of the book.

310. The radical-changing verbs may be grouped into three general classes, as follows:

- | | | | |
|-----|---------------------|-------------------------|---|
| I. | Stem vowel e | is changed to ie | } when stressed. |
| | “ “ o | “ “ ue | |
| II. | “ “ e | “ “ ie | } when stressed. |
| | “ “ o | “ “ ue | |
| | “ “ e | “ “ i | } when not stressed, if the flexional ending begins with a or ie or io . |
| | “ “ o | “ “ u | |

III. Stem vowel *e* is changed to *i*, (1) when stressed; (2) when not stressed if the flexional ending begins with *a* or *ie* or *io*.

311. First Class of Radical-changing Verbs.—This is the largest class of irregular verbs. They are all of either the first or second conjugation and have stem vowel *e* or *o*. In them the *e* becomes *ie* and the *o* becomes *ue* whenever the stress falls on the syllable containing the stem vowel. The forms in which the change takes place are: all the singular and the third plural of the present indicative and present subjunctive, and the singular of the imperative. The rest of the verb is regular. Below, and hereafter, only those tenses will be given in which changes occur. Tenses not given are regular. The following may be taken as models:

confesar, to confess.

mostrar, to show.

entender, to understand.

mover, to move.

(a) **Confesar, to confess:**

Pres. Indic.: confieso, confiesas, confiesa, confesamos, confesáis, confiesan.

Imperative: confiesa, confesad.

Pres. Subj.: confiese, confieses, confiese, confesemos, confeséis, confiesen.

(b) **Mostrar, to show:**

Pres. Indic.: muestro, muestras, muestra, mostramos, mostráis, muestran.

Imperative: muestra, mostrad.

Pres. Subj.: muestre, muestres, muestre, mostremos, mostréis, muestren.

(c) **Entender, to understand:**

Pres. Indic.: entiendo, entiendes, entiende, entendemos, entendéis, entienden.

Imperative: entiende, entendad.

Pres. Subj.: entienda, entiendas, entienda, entendamos, entendáis, entiendan.

(d) Mover, to move:

Pres. Indic.: **muevo, mueves, mueve, movemos, movéis, mueven.**

Imperative: **mueve, moved.**

Pres. Subj.: **mueva, muevas, mueva, movamos, mováis, muevan.**

NOTE. **Jugar, to play**, although it has stem vowel **u** instead of **o**, is included in this class. It changes **u** to **ue** in the same forms as **mostrar**. In addition, it is subject to orthographic changes like all verbs ending in **-gar** (see § 303, 2).

312. The verbs **errar, to err**, and **oler, to smell**, belong to this first class of radical-changing verbs. But in Spanish no word may begin with the combinations **ie** or **ue**. Hence their radical-changing forms begin with **ye** and **hue** respectively. Note that these changes do not affect the sound.

Errar, to err:

Pres. Indic.: **yerro, yerras, yerra, erramos, erráis, yerran.**

Imperative: **yerra, errad.**

Pres. Subj.: **yerre, yerres, yerre, erremos, erréis, yerren.**

Oler, to smell:

Pres. Indic.: **huelo, hueles, huele, olemos, oléis, huelen.**

Imperative: **huele, oled.**

Pres. Subj.: **huela, huelas, huela, olamos, oláis, huelan.**

313. **Volver, to turn, to return**, and other verbs ending in **-olver**, have an irregular past participle ending in **-uelto** in addition to their radical or root changes.

Orthographic changes, already described (see § 302 to § 306) occur in radical-changing verbs as well as in regular verbs. They are governed by the same rules.

314. **Second Class of Radical-changing Verbs.** — These are all of the third (**-ir**) conjugation and have for stem vowel **e** or **o**. In them the **e** becomes **ie** and the **o**, **ue** whenever the stress falls on the syllable containing the stem vowel. In addition, the **e** becomes **i**, and the **o** becomes **u** whenever it is unstressed and the

following syllable contains **a**, **ie** or **io**. In all other cases they retain their original form, and those forms of the verb are regular. The first irregularity occurs in the same forms of the verb as in the first class; the second occurs in the present participle, the past absolute, third singular and third plural, the present subjunctive first and second plural, and all of the past and future subjunctive. The following will serve as models.

(a) **Sentir**, to feel, to be sorry:

Pres. Part.: sintiendo.

Pres. Indic.: siento, sientes, siento, sentimos, sentís, sienten.

Imperative: siente, sentid.

Pres. Subj.: sienta, sientas, sienta, sintamos, sintáis, sientan.

Past Absolute: sentí, sentiste, sintió, sentimos, sentisteis, sintieron.

Past Subj., -ra form: sintiera, sintieras, sintiera, etc.

Past Subj., -se form: sintiese, sintieses, sintiese, etc.

Fut. Subj.: sintiere, sintieres, sintiere, etc.

(b) **dormir**, to sleep.

Pres. Part.: durmiendo.

Pres. Ind.: duermo, duermes, duerme, dormimos, dormís, duermen.

Imperative: duerme, dormid.

Pres. Subj.: duerma, duermas, duerma, durmamos, durmáis, duerman.

Past Absolute: dormí, dormiste, durmió, dormimos, dormisteis, durmieron.

Past Subj., -ra form: durmiera, durmieras, durmiera, etc.

Past Subj., -se form: durmiese, durmieses, durmiese, etc.

Fut. Subj.: durmiere, durmieres, durmiere, etc.

NOTES. 1. **Morir**, to die, which belongs to this class, has an irregular past participle **muerto**.

2. **Adquirir** and **inquirir** belong to this class, but have only the first irregularity. The past absolute and tenses derived from it are regular.

315. **Third Class of Radical-changing Verbs.** — All these are of the third conjugation, and all have root-vowel **e**. The **e** is

changed to *i* whenever the root-vowel syllable is stressed. The same change takes place when the root-vowel syllable is unstressed provided the following syllable contains *a* or *ie* or *io*. In other words, this class has its single irregularity in the same forms that class II has either of its irregularities.

(a) **Pedir**, to ask for:

Pres. Part.: pidiendo.

Pres. Indic.: pido, pides, pide, pedimos, pedís, piden.

Imperative: pide, pedid.

Pres. Subj.: pida, pidas, pida, pidamos, pidáis, pidan.

Past Absolute: pedí, pediste, pidió, pedimos, pedisteis, pidieron.

Past Subj., -ra form: pidiera, pidieras, pidiera, etc.

Past Subj., -se form: pidiese, pidieses, pidiese, etc.

Fut. Subj.: pidiere, pidieres, pidiere, etc.

(b) Orthographic changes occur in some of these verbs, as, for example, **seguir**, to follow, **elegir**, to elect. These changes are governed by the rules already laid down (see § 304 to § 306).

(c) A number of verbs ending in *-eír*, belonging to this class, have several peculiarities. They change *e* to *i* in the same cases as **pedir**, but the *i* of the stem causes the disappearance of the *i* of endings that begin with *ie* or *io*. Note that all forms stressed on the stem vowel, as well as the infinitive, the past participle, the first and second plural present indicative, the second singular and first and second plural of the past absolute, and the imperative plural require the written accent on the *i*.

Reír, to laugh:

Pres. Part.: riendo (for ri-iendo). *Past Part.*: reído.

Pres. Indic.: río, ríes, ríe, reímos, reís, ríen.

Imperative: ríe, reíd.

Pres. Subj.: ría, rías, ría, ríamos, ríais, rían.

Past Absolute: reí, reíste, rió (for ri-ió), reímos, reísteis, rieron (for ri-ieron).

Past Subj., -ra form: riera, rieras, riera, etc.

Past Subj., -se form: riese, rieves, riese, etc.

Fut. Subj.: riere, rieres, riere, etc.

(d) **-uir Verbs.** — Verbs ending in **-uir**, in which the **u** is pronounced (therefore excluding those in **-guir** and **-quir**), insert **y** after the **u** when the latter is stressed; also in the first and second plural present subjunctive. In addition, the **i** of all endings beginning with **ie** or **io** becomes **y**, but this is not an insertion of **y**. It only represents, in these cases, the unaccented **i** of the **ie** and **io** endings which happens to come between two vowels (see § 306). For example:

Huir, to flee:

Pres. Part.: huyendo.

Pres. Ind.: huyo, huyes, huye, huimos, huís, huyen.

Imperative: huye, huid.

Past Subj.: huya, huyas, huya, huyamos, huyáis, huyan.

Past Absolute: huí, huiste, huyó, huimos, huisteis, huyeron.

Past Subj., -ra form: huyera, huyeras, huyera, etc.

Past Subj., -se form: huyese, huyeses, huyese, etc.

Fut. Subj.: huyere, huyeres, huyere, etc.

NOTE. Verbs in **-güir**, like **argüir, to argue**, require the diæresis only before an **i** that is retained. It is not written before **y**. Thus **arguyo, I argue**; **argüí, I argued**.

316. Irregular Verbs that cannot be Classified. — The following verbs defy classification, and each must be learned by itself. Of all it may be said:

1. The imperfect indicative is regular except in **ir, ser** and **ver**.
2. The root of the third plural preterite is the root of the entire past subjunctive, both forms, and of the future subjunctive.
3. When the first person of the present indicative of an irregular verb ends in **-go**, the present subjunctive ends in **-ga, -gas**, etc. This happens with eleven of them.

NOTES 1. In the future and conditional of the following irregular verbs note that a **d** replaces the vowel of the infinitive ending.

poner, pondré, pondría;
tener, tendré, tendría;
valer, valdré, valdría;
salir, saldré, saldría;
venir, vendré, vendría.

2. In the first person singular of the past absolute, one verb of the first conjugation (*dar*) ends with *i* instead of *e*; nine out of the second (*caber, haber, hacer, poder, poner, querer, saber, tener, traer*), and three of the third (*conducir, decir, venir*) end with *e* instead of *i*.

First Conjugation

PRESENT INFINITIVE ¹	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
317. andar, ² <i>to go, to walk</i> PRESENT PARTICIPLE andando PAST PARTICIPLE andado	ando andas anda andamos andáis andan	andaba andabas andaba andábamos andabais andaban	anduve ¹ anduviste anduvo anduvimos anduvisteis anduvieron	andaré andarás andará andaremos andaréis andarán
318. PRESENT INFINITIVE dar, to give PRESENT PARTICIPLE dando PAST PARTICIPLE dado	doy das da damos dais dan	daba dabas daba dábamos dabais daban	dí diste dió dimos disteis dieron	daré darás dará daremos daréis darán
319. PRESENT INFINITIVE estar ⁴ , <i>to be</i> PRESENT PARTICIPLE estando PAST PARTICIPLE estado	estoy estás está estamos estáis están	estaba estabas estaba estábamos estabais estaban	estuve estuviste estuvo estuvimos estuvisteis estuvieron	estaré estarás estará estaremos estaréis estarán

¹ Verbal forms in heavy type are irregular.

The Future Subjunctive is not given because it is so rarely used. For form

² There are two verbs *to go* in Spanish, **andar** and **ir**. **andar** means *to go* in definite destination or purpose. **El vapor va a Europa**, *The steamer goes to*

³ The first and third persons singular of the present subjunctive carry the

⁴ **Estar** is from the Latin **stare**, *to stand*. Note the written accent on vari-

First Conjugation—Continued

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE	PAST SUBJUNCTIVE	
andaría andarías andaría andaríamos andaríais andarían	anda andad	ande andes ande andemos andéis anden	anduviera anduvieras anduviera anduviéramos anduvierais anduvieran	anduviese anduvieses anduviese anduviésemos anduvieseis anduviesen
daría darías daría daríamos daríais darían	da dad	dé ^s des dé demos deis den	diera dieras diera diéramos dierais dieran	diese dieses diese diésemos dieseis diesen
estaría estarías estaría estaríamos estaríais estarían	está estad	esté estés esté estemos estéis estén	estuviera estuvieras estuviera estuviéramos estuvierais estuvieran	estuviese estuvieses estuviese estuviésemos estuvieseis estuviesen

mation and use, see § 238.

a general sense. *El reloj anda, the watch goes.* *Ir* means *to go* with the idea of *Europe*.

written accent to distinguish them from the preposition *de, of*.

ous persons of the present indicative, imperative, and present subjunctive.

Second Conjugation

PRESENT INFINITIVE	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
320. Caber, to fit, to be able, to be contained PRESENT PARTICIPLE cabiendo PAST PARTICIPLE cabido	quepo cibes cabe cabemos cabéis caben	cabía cabías cabía cabíamos cabíais cabían	cupe cupiste cupo cupimos cupisteis cupieron	cabré cabrás cabrá cabremos cabréis cabrán
321. PRESENT INFINITIVE <i>caer, to fall</i> PRESENT PARTICIPLE cayendo PAST PARTICIPLE caído ¹	caigo caes cae caemos caéis caen	caía caías caía caíamos caíais caían	caí caíste ¹ cayó caímos ¹ caísteis ¹ cayeron	caeré caerás caerá caeremos caeréis caerán
322. PRESENT INFINITIVE <i>Haber, to have</i> PRESENT PARTICIPLE habiendo PAST PARTICIPLE habido	he has ha ² hemos habéis han	había habías había habíamos habíais habían	hube hubiste hubo hubimos hubisteis hubieron	habré habrás habrá habremos habréis habrán
323. PRESENT INFINITIVE <i>hacer, to do, to make</i> PRESENT PARTICIPLE haciendo PAST PARTICIPLE hecho	hago haces hace hacemos hacéis hacen	hacía hacías hacía hacíamos hacíais hacían	hice hiciste hizo hicimos hicisteis hicieron	haré harás hará haremos haréis harán

¹ Note that the written accent must be placed over the i of the past participle-absolute of *caer*. For the use of *y* in *cayó*, *cayeron* (past absolute), *cayera*,

² When used impersonally the third singular of the present indicative is *hay*

³ *Hé* is not a true imperative. It is generally used with the adverb *aquí*,

⁴ Derivatives of *hacer* are conjugated on the same model. Some of them,

Second Conjugation — *Continued*

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE	PAST SUBJUNCTIVE	
cabría cabrías cabría cabríamos cabríaís cabrían	cabe cabed	quepa quepas quepa quepamos quepaís quepan	cupiera cupieras cupiera cupiéramos cupierais cupieran	cupiese cupieses cupiese cupiésemos cupieseis cupiesen
caería caerías caería caeríamos caeríaís caerían	cae caed	caiga caigas caiga caigamos caigaís caigan	cayera cayeras cayera cayéramos cayerais cayeran	cayese cayeses cayese cayésemos cayeseis cayesen
habría habrías habría habríamos habríaís habrían	hé ^s (missing)	haya hayas haya hayamos hayáis hayan	hubiera hubieras hubiera hubiéramos hubierais hubieran	hubiese hubieses hubiese hubiésemos hubieseis hubiesen
haría harías haría haríamos haríaís harían	haz haced	haga hagas haga hagamos hagaís hagan	hiciera hicieras hiciera hiciéramos hicierais hicieran	hiciese hicieses hiciese hiciésemos hicieseis hiciesen

ciple and the second singular and first and second persons plural of the past etc., *cayese*, etc. (past subjunctive), see § 306.
instead of *ha*.

here, thus *hé aquí*, *behold*.

like *satisfacer*, *to satisfy*, retain the original *f* of the Latin *facere*.

Second Conjugation — *Continued*

PRESENT INFINITIVE	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
324. poder,¹ to be able, can	puedo¹	podfa	pude	podré
PRESENT PARTICIPLE	puedes	podfas	pudiste	podrás
pudiendo¹	puede	podfa	pudo	podrá
PAST PARTICIPLE	podemos	podfamos	pudimos	podremos
podido	podéis	podfais	pudisteis	podréis
	pueden	podfan	pudieron	podrán
325. PRESENT INFINITIVE				
poner, to place, to put	pongo	ponfa	puse	pondré
PRESENT PARTICIPLE	pones	ponfas	pusiste	pondrás
poniendo	pone	ponfa	puso	pondrá
PAST PARTICIPLE	ponemos	ponfamos	pusimos	pondremos
puesto	ponéis	ponfais	pusisteis	pondréis
	ponen	ponfan	pusieron	pondrán
326. PRESENT INFINITIVE				
querer,² to wish, to want	quiero²	querfa	quise	querré
PRESENT PARTICIPLE	quieres	querfas	quisiste	querrás
queriendo	quiere	querfa	quiso	querrá
PAST PARTICIPLE	queremos	querfamos	quisimos	querremos
querido	queréis	querfais	quisisteis	querréis
	quieren	querfan	quisieron	querrán
327. PRESENT INFINITIVE				
saber, to know	sé	sabfa	supe	sabré
PRESENT PARTICIPLE	sabes	sabfas	supiste	sabrás
sabiendo	sabe	sabfa	supo	sabrá
PAST PARTICIPLE	sabemos	sabfamos	supimos	sabremos
sabido	sabéis	sabfais	supisteis	sabréis
	saben	sabfan	supieron	sabrán

¹ The present participle and the present tenses of **poder** have vowel changes its nature this verb has no imperative.

² The present tenses and the imperative of **querer** have the same vowel

Second Conjugation — *Continued*

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE	PAST SUBJUNCTIVE	
podría podrías podría podríamos podríais podrían	(missing) (missing)	pueda ¹ puedas pueda podamos podáis puedan	podiera podieras podiera pudiéramos pudierais pudieran	pudiese pudieses pudiese pudiésemos pudieseis pudiesen
pondría pondrías pondría pondríamos pondríais pondrían	pon poned	ponga pongas ponga pongamos pongáis pongan	pusiera pusieras pusiera pusiéramos pusierais pusieran	pusiese pusieses pusiese pusiésemos pusieseis pusiesen
querría querrias querría querriamos querriais querrían	quiere ² quered	quiera ² quieras quiera queramos queráis quieran	quisiera quisieras quisiera quisiéramos quisierais quisieran	quisiese quisieses quisiese quisiésemos quisieseis quisiesen
sabría sabrías sabría sabríamos sabríais sabrían	sabe sabed	sepa sepas sepa sepamos sepáis sepan	supiera supieras supiera supiéramos supierais supieran	supiese supieses supiese supiésemos supieseis supiesen

like those of radical-changing verbs of the second class (see § 314, b). From changes as those of radical-changing verbs of the first class (see § 311, c).

Second Conjugation — *Continued*

PRESENT INFINITIVE	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
328. <i>ser, to be</i>	soy	era	fuí	seré
PRESENT PARTICIPLE	eres	eras	fuiste	serás
siendo	es	era	fué	será
PAST PARTICIPLE	somos	éramos	fuiimos	seremos
sido	sois	erais	fuiisteis	seréis
	son	eran	fueron	serán
329. PRESENT INFINITIVE				
<i>Tener, to have</i>	tengo	tenía	tuve	tendré
PRESENT PARTICIPLE	tienes	tenías	tuviste	tendrás
teniendo	tiene	tenía	tuvo	tendrá
PAST PARTICIPLE	tenemos	teníamos	tuvimos	tendremos
tenido	tenéis	teníais	tuvisteis	tendréis
	tienen	tenían	tuvieron	tendrán
330. PRESENT INFINITIVE				
<i>Traer,¹ to bring, to carry</i>	traigo	traía	traje	traeré
PRESENT PARTICIPLE	traes	traías	trajiste	traerás
trayendo	trae	traía	trajo	traerá
PAST PARTICIPLE	traemos	traíamos	trajimos	traeremos
traído	traéis	traíais	trajisteis	traeréis
	traen	traían	trajeron	traerán
331. PRESENT INFINITIVE				
<i>valer, to be worth</i>	valgo	valía	valí	valdré
PRESENT PARTICIPLE	vales	valías	valiste	valdrás
valiendo	vale	valía	valió	valdrá
PAST PARTICIPLE	valemos	valíamos	valimos	valdremos
valido	valéis	valíais	valisteis	valdréis
	valen	valían	valieron	valdrán

¹ The *y* of the present participle represents unstressed *i* between two that follow it.

Second Conjugation — *Continued*

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE	PAST SUBJUNCTIVE		
sería	sé	sea	fuera	fuese	
serías		seas	fueras	fueses	
sería		sea	fuera	fuese	
seríamos		seamos	fuéramos	fuésemos	
seríais		sed	seáis	fuerais	fueseis
serían			sean	fuerañ	fuesen
tendría	ten	tenga	tuviera	tuviese	
tendrían		tengas	tuvieras	tuvieses	
tendría		tenga	tuviera	tuviese	
tendríamos		tengamos	tuviéramos	tuviésemos	
tendríais		tened	tengáis	tuvierais	tuvieseis
tendrían			tengan	tuvieran	tuviesen
traería	trae	traiga	trajera	trajese	
traerías		traigas	trajeras	trajeses	
traería		traiga	trajera	trajese	
traeríamos		traigamos	trajéramos	trajésemos	
traeríais		traed	traigáis	trajerais	trajeséis
traerían			traigan	trajeran	trajesen
valdría	val or vale	valga	valiera	valiese	
valdrías		valgas	valieras	valieses	
valdría		valga	valiera	valiese	
valdríamos		valgamos	valiéramos	valiésemos	
valdríais		valed	valgáis	valierais	valieseis
valdrían			valgan	valieran	valiesen

vowels. The *j* of the past absolute root absorbs the *i* of *ie* and *io* endings

Second Conjugation — *Continued*

PRESENT INFINITIVE	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
332. ver,¹ to see	veo	veía	ví	veré
PRESENT PARTICIPLE	ves	veías	viste	verás
viendo	ve	veía	vió	verá
PAST PARTICIPLE	vemos	veíamos	vimos	veremos
visto	veis	veíais	visteis	veréis
	ven	veían	vieron	verán

Third Conjugation

PRESENT INFINITIVE	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
333. asir, to grasp, to seize	asgo	asía	así	asiré
PRESENT PARTICIPLE	ases	asías	asiste	asirás
asiendo	ase	asía	asíó	asirá
PAST PARTICIPLE	asimos	asíamos	asimos	asiremos
asido	asís	asíais	asisteis	asiréis
	asen	asían	asieron	asirán
334.				
PRESENT INFINITIVE	conduzco	conducía	conduje	conduciré
conducir,² to conduct, to lead	conduces	conducías	condujiste	conducirás
PRESENT PARTICIPLE	conduce	conducía	condujo	conducirá
conduciendo	conducimos	conducíamos	condujimos	conduciremos
PAST PARTICIPLE	conducís	conducíais	condujisteis	conduciréis
conducido	conducen	conducían	condujeron	conducirán

¹ Derivatives of *ver* are conjugated on the same model, but *proveer*, *to* a regular verb of the second conjugation.

² There are a number of verbs ending in *-ducir*. Having a vowel before before the *c* whenever the ending begins with *o* or *a* (see § 308). In addition of the following *i* in the ending *io* and in those endings which begin with *ie*. *ducir*, *to produce*, *reducir*, *to reduce*, *traducir*, *to translate*, etc.

Second Conjugation — *Continued*

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE	PAST SUBJUNCTIVE	
verfa	ve	vea	viera	viese
verfas		veas	vieras	vieses
verfa		vea	viera	viese
verfamos	ved	veamos	viéramos	viésemos
verfais		veáis	vierais	vieseis
verfan		vean	vieran	viesen

Third Conjugation — *Continued*

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE	PAST SUBJUNCTIVE	
asirfa	ase	asga	asiera	asiese
asirfas		asgas	asieras	asieses
asirfa		asga	asiera	asiese
asirfamos	asid	asgamos	asiéramos	asiésemos
asirfais		asgáis	asierais	asieseis
asirfan		asgan	asieran	asiesen
conducirfa	conduce	conduzca	condujera	condujese
conducirfas		conduzcas	condujeras	condujeses
conducirfa		conduzca	condujera	condujese
conducirfamos	conducid	conduzcamos	condujéramos	condujésemos
conducirfais		conduzcáis	condujeráis	condujeseis
conducirfan		conduzcan	condujeran	condujesen

provide, which still retains the original infinitive stem (*veer*), is conjugated like

the *c*, they conjugate their present tenses like inceptive verbs by interposing *z* they have a final *j* in their past absolute roots which causes the disappearance. Such verbs are *conducir*, to *conduct*, *deducir*, to *deduce*, *inducir*, to *induce*, *pro-*

Third Conjugation — *Continued*

PRESENT INFINITIVE	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
335. <i>decir, to say, tell</i>	digo	decía	dije	diré
PRESENT PARTICIPLE	dices	decías	dijiste	dirás
diciendo	dice	decía	dijo ¹	dirá
PAST PARTICIPLE	decimos	decíamos	dijimos	diremos
dicho	decís	decíais	dijisteis	diréis
336.	dicen	decían	dijeron ¹	dirán
PRESENT INFINITIVE	voy	iba	fui ²	iré
<i>ir, to go</i>	vas	ibas	fuiste	irás
PRESENT PARTICIPLE	va	iba	fui ²	irá
yendo	vamos	íbamos		iremos
PAST PARTICIPLE	vais	ibais	fui ²	iréis
ido	van	iban	fueron	irán
337.				
PRESENT INFINITIVE	oigo	oía	oí	oiré
<i>oír,³ to hear</i>	oyes	oías	oíste	oirás
PRESENT PARTICIPLE	oye	oía	oíste	oirá
oyendo	oímos	oíamos	oímos	oiremos
PAST PARTICIPLE	oís	oíais	oísteis	oiréis
oído	oyen	oían	oyeron	oirán
338.				
PRESENT INFINITIVE	salgo	salía	salí	saldré
<i>salir,⁴ to go out, to come out</i>	sales	salías	saliste	saldrás
PRESENT PARTICIPLE	sale	salía	salió	saldrá
saliendo	salimos	salíamos	salimos	saldremos
PAST PARTICIPLE	salís	salíais	salisteis	saldréis
salido	salen	salían	salieron	saldrán

¹ The past absolute of **decir** has a *j* in its root and, as in all such verbs, the *mon* derivatives of **decir** are **bendecir, to bless, maldecir, to curse, contradecir,** in having regular past participles, regular future and conditional indicative and differ from **decir** only in the last respect, that of having full forms in the im-

² The past absolute and the past subjunctive are conjugated exactly like

³ It should be noted that stressed *i* after *o* requires the written accent.

Third Conjugation — *Continued*

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE	PAST SUBJUNCTIVE		
diría	di	diga	dijera ¹	dijese ¹	
dirías		digas	dijeras	dijeses	
diría		decid	diga	dijera	dijese
diríamos			digamos	dijéramos	dijésemos
diríais			digáis	dijerais	dijeseis
dirían			digan	dijeran	dijesen
iría	vé	vaya	fuera	fuese	
irías		vayas	fueras	fueses	
iría		id	vaya	fuera	fuese
iríamos			vayamos	fuéramos	fuésemos
iríais			vayáis	fuerais	fueseis
irían			vayan	fueran	fuesen
oiría	oye	oiga	oyera	oyese	
oirías		oigas	oyeras	oyeses	
oiría		oid	oiga	oyera	oyese
oiríamos			oigamos	oyéramos	oyésemos
oiríais			oigáis	oyerais	oyeseis
oirían			oigan	oyeran	oyesen
saldría	sal	salga	saliera	saliese	
saldrías		salgas	salieras	salieses	
saldría		salid	salga	saliera	saliese
saldríamos			salgamos	saliéramos	saliésemos
saldríais			salgáis	salierais	salieseis
saldrían			salgan	salieran	saliesen

absorbs the *i* of ending *io* and all endings beginning with *ie*. Some of the com-
to contradict and *predecir to predict*. Of these the first two differ from *decir*
the full form of the imperative singular (*bendice* and *maldice*). The last two
perative singular (*contradice*, *predice*).

the corresponding tenses of *ser*, *to be* (see § 328).

⁴ *Salir* has the same irregularities as *valer*, which see, § 331.

Third Conjugation — *Continued*

PRESENT INFINITIVE	PRESENT INDICATIVE	PAST DESCRIPTIVE	PAST ABSOLUTE	FUTURE
339. venir,¹ to come PRESENT PARTICIPLE viniendo PAST PARTICIPLE venido	vengo vienes viene venimos venís vienen	venía veníais venía veníamos veníais venían	vine viniste vino vinimos vinisteis vinieron	vendré vendrás vendrá vendremos vendréis vendrán

¹ The present participle and the second and third singular and third plural radical-changing verbs, but this verb is not included in that class.

Third Conjugation — *Continued*

CONDITIONAL	IMPERATIVE	PRESENT SUBJUNCTIVE.	PAST SUBJUNCTIVE	
vendría	ven	venga	viniera	viniese
vendrías		vengas	vinieras	vinieses
vendría		venga	viniera	viniese
vendríamos	venid	vengamos	viniéramos	viniésemos
vendríais		vengáis	vinierais	vinieseis
vendrían		vengan	vinieran	viniesen

of the present indicative have changes similar to those of the second class of

340. Defective Verbs are verbs which are wanting in some of their forms. Such, for instance, are the verbs that denote weather conditions, like **nevar**, *to snow* and **llover**, *to rain*. Most of them are verbs that are but little used.

341. Placer, *to please*, and the less common **aplacer**, *to please*, are used only in the third singular forms of their tenses. **Placer** is conjugated as follows:

INDICATIVE		SUBJUNCTIVE
<i>Pres.:</i>	place	plega, plegue, or plazca
<i>Past Descriptive:</i>	placía	-ra form { pluguiera or placiera
		-se form { pluguiese or placiese
<i>Past Absolute:</i>	plugo or plació	
<i>Future:</i>	placerá	pluguiere or placiere
<i>Conditional:</i>	placería	

342. Soler, *to be accustomed, to be wont*, is used only in the present and imperfect indicative. In the present it changes **o** to **ue** when the stress falls on the stem.

Indic. Pres.: suelo, sueles, suele, solemos, soléis, suelen.

Past Descriptive: solía, solías, solía, solíamos, solíais, solían.

343. Concernir, *to concern*, is used only in the third persons. It changes **e** to **ie** in the present when stressed.

	<i>3d sing.</i>	<i>3d plural</i>
<i>Pres. Indic.:</i>	concierne	conciernen
<i>Past Descriptive:</i>	concernía	concernían
<i>Past Absolute:</i>	concernió	concernieron
<i>Future:</i>	concernirá	concernirán
<i>Conditional:</i>	concerniría	concernirían
<i>Pres. Subj.:</i>	concierna	conciernan
<i>Past Subj., -ra form:</i>	concerniera	concernieran
<i>Past Subj., -se form:</i>	concerniese	concerniesen
<i>Future Subj.:</i>	concerniere	concernieren

344. Yacer, *to lie*, is rarely used except in epitaphs. Its use is confined to the third person forms. In the present tenses it may

have any one of three stems before endings beginning with **o** or **a**, namely **yazc-**, **yazg-** or **yag-**. All other forms are regular.

345. Irregular Past Participle. — The following four verbs, and their derivatives, have irregular past participles, but are otherwise regular:

<i>abrir, to open</i>	<i>Past Participle</i>	abierto
<i>cubrir, to cover</i>	“ “	cubierto
<i>escribir, to write</i>	“ “	escrito
<i>imprimir, to impress, to print</i>	“ “	impreso

346. Four regular verbs, two of the second and two of the third conjugation, have two past participles, one regular and one irregular:

<i>prender, to catch, to arrest</i>	prendido and preso
<i>romper, to break</i>	rompido and roto

The regular forms are used in the formation of the compound tenses. **Roto** however is used in all cases when the verb is transitive. Compounds of **prender** and **romper** have regular past participles.

347. The two third conjugation verbs having double past participles are:

<i>oprimir, to oppress</i>	oprimido and opreso
<i>suprimir, to suppress</i>	suprimido and supreso

The regular forms are used in forming the compound tenses. The irregular forms indicate a state of being and partake of the nature of adjectives.

VOCABULARIES

ABBREVIATIONS FOR BOTH VOCABULARIES

abs. = absolute
adj. = adjective
adv. = adverb
art. = article
conj. = conjunction
def. = definite
dem. = demonstrative
descr. = descriptive
f. = feminine
inf. = infinitive
inter. = interrogative
interj. = interjection

intr. = intransitive
m. = masculine
n. = noun
num. = numeral
part. = participle
pers. = personal
pl. = plural
poss. = possessive
prep. = preposition
pron. = pronoun
rel. = relative
tr. = transitive

+ = followed by

NOTES

1. It is to be borne in mind that there are four more letters in Spanish than in English, **ch**, **ll**, **ñ**, and **rr**, a fact which complicates the finding of words in the vocabulary. The first three are treated as independent letters and have special headings. Therefore, words beginning with **ch**, **ll**, and **ñ** will be found under special headings after **c**, **l**, and **n** respectively.

The same arrangement obtains when these characters are in the body of a word. So the word **allá** will not be found between **alivio** and **almacén**, but after **Álvarez**; the word **añadir**, not between **amo** and **andar**, but after **anuncio**, etc.

No word begins with **rr**, but when this sign is in the body of a word it occupies the place it would be expected to occupy in an English vocabulary.

2. The number in parenthesis after certain verbs is that of the paragraph in which the irregularities (slight or important) in the conjugation of these verbs are shown.

3. The preposition, placed in parenthesis after a Spanish verb in the English-Spanish Vocabulary, must be used between this verb and the following infinitive. If no such preposition is placed after the verb, it means that any infinitive following this verb comes directly after it, no preposition being needed, or that no infinitive is ever used after it.

SPANISH-ENGLISH VOCABULARY

A

- a**, *prep.*, at, to, in, on; *inserted before personal direct object.*
- abierto**, -a, *past part. of abrir*; *adj.*, open.
- abrigo**, *m.*, overcoat.
- abril**, *m.*, April.
- abrir**, to open.
- absolutamente**, *adv.*, absolutely.
- abuela**, *f.*, grandmother.
- abuelo**, *m.*, grandfather; —s, grandparents; ancestors.
- acá**, here (*motion*).
- acabar**, to finish, complete, end; — *de* (*before infinitive*), to have just . . . ; *acaba de llegar*, he has just arrived.
- acceder**, to accede.
- aceptación**, *f.*, acceptance.
- aceptar**, to accept; —*se*, to be accepted.
- acercarse** (303, 1), to approach.
- acertar** (311, a), to succeed.
- Acevedo**, a proper name.
- acogida**, *f.*, notice, welcome.
- aconsejar**, to advise.
- acontecer** (308), to happen.
- acordar** (311, b), to agree.
- acostar** (311, b), to lay down; —*se*, to lie down, go to bed.
- acostumbrar**, to accustom; be accustomed; —*se*, to accustom one's self.
- acre**, *m.*, acre.
- acreditado**, -a, *adj.*, accredited, distinguished.
- acreedor**, *m.*, creditor.
- acto**, *m.*, act, deed.
- actual**, *adj.*, actual; *del 7 del —*, of the 7th of the present month.
- actualmente**, *adv.*, at present.
- acuerdo**, *pres. ind. of acordar*.
- acusar**, to accuse, acknowledge.
- adelantado**, -a, *past part. of adelantar*; *por —*, in advance.
- adelantar**, to advance, progress, improve.
- ¡adiós!** *interj.*, farewell, good-bye.
- adivinar**, to guess, find out.
- admirablemente**, *adv.*, admirably.
- adonde**, *adv.*, where; *¡adónde?* whither? to what place?
- adquirir** (314, note), to acquire.
- aduana**, *f.*, custom-house.
- afectísimo**, -a, most affectionate.
- afecto**, -a, *adj.*, affectionate.
- afmo.** = **afectísimo**.
- África**, *f.*, Africa.
- agencia**, *f.*, agency.
- agitar**, to agitate.
- agosto**, *m.*, August.
- agradable**, *adj.*, agreeable, pleasant.
- agradecer** (308), to thank for, be grateful for.
- agricultura**, *f.*, agriculture.
- agua**, *f.*, water.
- aguardar**, to expect, await.
- agudeza**, *f.*, witticism.

Aguirre, *a proper name*.
ahora, *adv.*, now, at present.
ahorcar (303, 1), to hang; —*se*, to hang one's self.
ajeno, —*a*, *adj.*, another's, of another.
al = *a* + *el*; — *oír*, on hearing; — *que*, to whomsoever.
ala, *f.*, wing.
alabar, to praise.
alargar (303, 2), to hold out, lift.
alcanzar (303, 4), to pursue, overcome.
alcoba, *f.*, bedroom.
alegrar, to gladden; —*se*, to rejoice, be glad.
alejarse, to go away, withdraw.
alemán, —*ana*, *adj.*, German.
alemán, *m.*, German language.
Alemania, *f.*, Germany.
Alfonso, Alphonsus.
Alfredo, Alfred.
algo, *indef. pron.*, something.
alguien, *indef. pron.*, somebody, some one.
algún, *see* alguno.
alguno, —*a*, *indef. adj. and pron.*, some, any; *cosa* —*a*, anything; —*as veces*, sometimes.
alivio, *m.*, relief.
almacén, *m.*, warehouse.
almorzar (311, *b*; 303, 4), to lunch; breakfast.
altísimo, —*a*, *adj.*, very high, highest.
alto, —*a*, *adj.*, high; tall; deep; *el piso* —*o*, the top floor.
alumbrar, to light.
Álvarez, *a proper name*.
allá, *adv.*, there, thither.
allí, *adv.*, there.

amar, to love; —*se*, to love each other.
amenazar (303, 4), to threaten.
América, *f.*, America; — *del Sur* or *Sud*—, South America.
americano, —*a*, *adj.*, American.
amiga, *f.*, friend.
amigo, *m.*, friend.
amistad, *f.*, friendship.
amo, *m.*, master.
andar (317), to go, walk, move along; — *en diversiones*, to indulge in amusements.
andén, *m.*, platform.
ángel, *m.*, angel.
animal, *m.*, animal.
animar, to animate, comfort.
anoche, *adv.*, last night.
anotar, to note.
ansioso, —*a*, *adj.*, anxious.
antemano, *adv.*; *de* —, in advance, beforehand.
anterior, *adj.*, before, preceding.
antes, *adv.*, beforehand; — *de*, *prep.*, before; — *que*, *conj.*, before.
anticipadamente, *adv.*, in advance.
anticipado, —*a*, *adj.*, in advance; *dar las gracias* —*as a*, to thank in advance.
anticipar, to anticipate; — *las gracias*, to thank in advance.
antiguo, —*a*, *adj.*, old, ancient.
anual, *adj.*, annual, yearly.
anunciar, to announce.
anuncio, *m.*, advertisement.
añadir, to add.
año, *m.*, year.
apellido, *m.*, surname.
apenas, *adv.*, hardly, scarcely, no sooner.

- apero, m.**, implement; —s de labranza, farming implements.
aplaudir, to applaud.
aplicado, -a, adj., diligent, studious.
apoyo, m., support, help.
apreciar, to appreciate, value, welcome.
aprender, to learn.
apropiado, -a, adj., suited.
aprovecharse, to avail one's self, profit (by).
aque, aquella; aquellos, aquellas, dem. adj., that; those.
aquél, aquélla, aquello; aquéllos, aquéllas, dem. pron., that, that one; those, the former.
aquí, adv., here.
árbol, m., tree.
Argentina, f., Argentina.
aria, f., (musical) air, song.
arreglar, to arrange.
arreglo, m., rule; **con — a**, according to, in conformity with.
arrepentirse (314, a), to repent.
arrojar, to throw, throw out, hurl.
arte, m. and f., art.
artículo, m., article; — de fondo, editorial.
artista, m. and f., artist.
Arturo, Arthur.
ascender (311, c), to amount.
asegurar, to assure, state.
así, adv., so, thus, in this *or* that manner.
Asia, f., Asia.
asiento, m., chair, seat.
asistencia, f., aid, help.
astrólogo, m., astrologer.
astronomía, f., astronomy.
astucia, f., cunning.
asustar, to frighten, terrify; —se, to be frightened.
atacar (303, 1), to attack.
atemorizar (303, 4), to terrify; —se, to be terrified.
atención, f., attention; **con —**, attentively.
atento, -a, adj., attentive, sincere, respectful.
ato. = atento.
atrasado, -a, adj., overdue, old.
atreverse, to dare.
atto. = atento.
augmentar, to augment, increase.
aumento, m., increase.
aun, adv., even, still.
aunque, conj., though, although.
aurora, f., dawn.
Australia, f., Australia.
Austria-Hungría, f., Austria-Hungary.
avanzado, -a, adj., advanced; **lo —a . . . estación**, the advanced state of the season.
averiguar (303, 3), to ascertain, find out.
avisar, to inform.
¡ay! interj., alas!
ayer, adv., yesterday.
ayudar, to aid, help.
azúcar, m., sugar.
azul, adj., blue.

B

- Bahamas, Bahama Islands, group N. E. of Cuba; British colony.**
bahía, f., bay.
bajar, to descend, come down, alight.
bajo, -a, adj., low.

- bajo**, *prep.*, under.
bajo, *m.*, bass.
balance, *m.*, balance.
banco, *m.*, bench; banking house.
banquero, *m.*, banker.
baño, *m.*, bath; **cuarto de —**, bath-room.
baratísimo, *-a, adj.*, very cheap, cheapest.
barato, *-a, adj.*, cheap.
barbicano, *-a, adj.*, having a grey beard.
Barcelona, Barcelona, a Spanish seaport on the Mediterranean.
barítono, *m.*, baritone.
bastón, *m.*, cane, stick.
batir, to beat; clap; move.
baúl, *m.*, trunk.
beber, to drink.
Bélgica, *f.*, Belgium.
bello, *-a, adj.*, beautiful, fine.
beneficio, *m.*, benefit, favor.
besar, to kiss.
bien, *adv.*, well.
bien, *m.*, good, benefit.
bienestar, *m.*, well-being, comfort.
billete, *m.*, ticket; banknote.
bisiesto, *adj.*; **año —**, leap year.
blanco, *-a, adj.*, white.
Blanco, *a proper name*.
boca, *f.*, mouth.
bocado, *m.*, piece, morsel.
bodega, *f.*, hold (*of a ship*).
Bogotá, capital of Colombia (South America).
Bolivia, a South American republic.
bolsillo, *m.*, pocket; purse.
bondad, *f.*, kindness.
bordo, *m.*, ship; **a —**, aboard.
Brasil (el), Brazil.
brazo, *m.*, arm.
Bretaña, *f.*, Britain; **la Gran —**, Great Britain.
bribón, *m.*, rascal, scoundrel.
bruja, *f.*, witch.
brujo, *m.*, sorcerer, wizard.
brufir (305), to polish.
buen, *see bueno*.
bueno, *-a, adj.*, good; kind; favorable.
Buenos Aires, the capital of Argentina (South America).
Bulgaria, *f.*, Bulgaria.
bullir (305), to boil.
buque, *m.*, vessel; — **mercante**, merchant vessel; — **de vela**, sailboat, sailing vessel.
burro, *m.*, donkey.
busca, *f.*, search, quest.
buscar (303, 1), to seek, look for.
butaca, *f.*, seat; — **de platea**, orchestra seat.

C

- caballero**, *m.*, gentleman, sir.
caballito, *m.*, little horse.
caballo, *m.*, horse.
caber (320), to be contained, fit in; **no cabe duda**, there is no doubt.
cabeza, *f.*, head.
cabo, *m.*, cape; **Colonia del Cabo**, Cape Province (Union of South Africa).
cada, *adj.*, each; — **uno**, *pron.*, each, each one.
caer (321), to fall.
café, *m.*, coffee.
caiga, *pres. subj. of caer*.
caja, *f.*, box; — **de hierro**, safe; **libro de —**, cash-book.

- cajero, m.**, cashier.
cálculo, m., calculation.
calidad, f., quality.
caliente, adj., warm, hot.
calle, f., street.
callejuela, f., narrow street, lane.
calor, m., heat; **tener** —, to be warm.
cama, f., bed; **coche** —, sleeping car.
camarote, m., stateroom, berth.
cambiar, to change; — **de tren**, to change cars.
cambio, m., exchange; **letra de** —, bill of exchange.
campo, m., field; country.
Canadá (el), Canada.
cansado, -a, adj., tired.
cantar, to sing.
cantidad, f., quantity.
caña, f., cane; — **de azúcar**, sugar-cane.
capacidad, f., capacity, ability.
capital, f., capital.
Caracas, the capital of Venezuela (South America).
carácter, m., character.
cardinal, adj., cardinal.
cargo, m., charge, keeping, care; position; **girar a** — **de**, to draw on . . . ; **hacerse** — **de**, to imagine, take into consideration; take upon one's self, take charge of, be in charge of.
caritativo, -a, adj., charitable.
carlista, m., Carlist (a supporter of the claims to the throne of Spain of Don Carlos (1848-1909) or his successors).
carne, f., meat.
carnicero, m., butcher.
- caro, -a, adj.**, dear, expensive; cost-ly.
carrera, f., career.
carro, m., carriage, cart.
carta, f., letter.
casa, f., house; — **de comercio**, business, commercial or mercantile house; **a** —, home; **en** —, at home.
casamiento, m., marriage.
cascabel, m., (small) bell.
casi, adv., almost, nearly.
casita, f., small house.
caso, m., case; **en** — **que or en** — **de que**, in case; **no hacer** —, to pay no attention.
castellano, m., Spanish language.
casualidad, f., hazard, chance; **por** —, by chance.
católico, -a, adj., catholic.
catorce, num. adj., fourteen.
causar, to cause; make.
cayó, past abs. of caer.
cédula, f., slip of paper.
célebre, adj., celebrated, famous.
cenar, to dine, have supper.
cenizas, f. pl., ashes.
centavo, m., hundredth part.
centena, f., hundred, a group of one hundred.
centenar, m., hundred.
centésimo, -a, num. adj., hundredth.
centígramo, m., centigram.
centímetro, m., centimeter.
céntimo, m., centime (worth $\frac{1}{100}$ of a cent).
cerca, adv., near; — **de, prep.**, near, close by.
cerrar (311, a), to close, lock.
cerveza, f., beer.

cesante, *adj.*, without employment.
cía. = **compañía**, *f.*, company.
ciego, *-a, adj.*, blind.
ciego, *m.*, blind man.
cien, *see* ciento.
ciencia, *f.*, science.
ciento, *num. adj.*, one hundred.
cierto, *-a, adj.*, a certain.
cinco, *num. adj.*, five.
cincuenta, *num. adj.*, fifty.
cincuentavo, *m.*, fiftieth.
circular, *f.*, circular letter.
circular, to circulate, be current.
circunstancia, *f.*, circumstance.
cirujano, *m.*, surgeon.
ciudad, *f.*, city.
civil, *adj.*, civil.
claro, *-a, adj.*, clear, bright, light.
clase, *f.*, class, kind.
clavo, *m.*, nail.
cliente, *m. and f.*, customer.
cobrar, to collect.
cobre, *m.*, copper.
coche, *m.*, railroad car; — **cama**, sleeping car; — **de fumar**, smoking car; — **salón**, parlor car.
cocina, *f.*, kitchen.
coger (304, 2), to catch, seize, get, come upon.
coja, *pres. subj. of coger*.
cojear, to limp.
cojo, *-a, adj.*, lame.
colegio, *m.*, college.
colilargo, *-a, adj.*, longtailed.
colocar (303, 1), to place, provide with employment.
Colombia, Colombia, a South American republic.
Colón: Christopher Columbus, Genoese discoverer of America (1436? or 1446?—1506).

colonia, *f.*, colony.
color, *m.*, color.
columna, *f.*, column.
comedia, *f.*, comedy.
comedor, *m.*, dining-room.
comer, to eat.
comercial, *adj.*, commercial.
comerciante, *m.*, merchant, dealer.
comercio, *m.*, commerce, trade; city; **casa de —**, business house; **viajante de —**, commercial traveler.
comisión, *f.*, commission; **en —**, on commission.
como, *adv.*, how; like; as; **tan . . . —, as . . . as**.
¿cómo? *adv.*, how?
compañero, *m.*, companion.
compañía, *f.*, company.
comparar, to compare.
compilar, to compile.
complacencia, *f.*, kindness, amiability.
complacer (308), to please.
comportamiento, *m.*, behavior.
compra, *f.*, buying, purchase.
comprador, *m.*, buyer, purchaser.
comprar, to buy.
comprender, to understand; include.
común, *adj.*, common; ordinary, **por lo —**, in general, generally.
con, *prep.*, with.
conceder, to give, grant.
concepto, *m.*, opinion.
condición, *f.*, condition, state.
conducir (334), to conduct, lead, take.
conductor, *m.*, conductor.
confesar (311, a), to confess, admit.

- confianza**, *f.*, confidence, trust;
digno de —, trustworthy.
confiar, to confide; to give.
congreso, *m.*, congress, assembly.
conmigo, with me, with myself.
conocer (308), to know, be ac-
 quainted with.
conocido, —a, *adj.*, well known.
conocimiento, *m.*, knowledge.
conquistar, to conquer.
conseguir (315, *b*), to obtain, gain;
 succeed.
consejo, *m.*, counsel, council.
consentir (314, *a*), to consent.
conservador, *m.*, Conservative.
consideración, *f.*, consideration.
considerar, to consider.
consiguíó, *past abs. of conseguir*.
consiguiente, *adj.*, consequent; por
 —, consequently, therefore.
consistir (en), to consist (of).
constante, *adj.*, constant.
constar, to consist.
constitución, *f.*, constitution.
construir (315, *d*), to build.
consultar, to consult, ask advice.
contado, —a, *past part. of contar*; de
 —, suddenly, immediately.
contar (311, *b*) (**con**), to count, rely
 (upon).
contener (329), to contain.
contento, —a, *adj.*, glad, pleased.
contestación, *f.*, answer, reply.
contestar, to answer, reply.
contiene, *pres. ind. of contener*.
contigo, with you.
continente, *m.*, continent.
continuación, *f.*, continuation; a —,
 below.
continuamente, continually.
contra, *prep.*, against.
- convencer** (304, *r*), to convince.
conveniencia, *f.*, convenience; ad-
 vantage.
conveniente, *adj.*, suitable, timely.
conversar, to converse, talk to-
 gether.
convertir (314, *a*), to convert; —se,
 to be converted.
convicción, *f.*, conviction.
convierten, *pres. ind. of convertir*.
corazón, *m.*, heart.
corbata, *f.*, necktie.
cordel, *m.*, rope.
corona, *f.*, crown; kingdom.
corral, *m.*, courtyard.
corregir (315, *b*), to correct, amend;
 —se, to correct one's self, re-
 form.
correo, *m.*, post; por —, by mail.
correspondencia, *f.*, correspond-
 ence.
corresponsal, *m.*, correspondent;
 agent.
corrigiese, *past subj. of corregir*.
cortaplumas, *m.*, penknife.
corte, *f.*, court.
Cortes, *f. pl.*, Cortes (*reunion of the
 Senate and the Chamber of Rep-
 resentatives*).
cortesano, *m.*, courtier.
corto, —a, *adj.*, short.
cosa, *f.*, thing.
cosecha, *f.*, harvest, crop.
costar (311, *b*), to cost.
costoso, —a, *adj.*, costly, expen-
 sive.
costumbre, *f.*, custom, habit.
coz, *f.*, kick.
crecer (308), to grow, increase.
crédito, *m.*, credit.
creer (306), to believe, think.

creyó, *past abs. of creer.*
criada, *f.*, maid, servant.
criado, *m.*, servant.
Cristóbal, Christopher; *see* Colón.
criterio, *m.*, judgment.
cruzar (303, 4), to cross.
cuadrante, *m.*, quadrant.
cual, *rel. pron.*, who, whom, which;
 el —, la —; los —es, las —es,
 who, whom, which.
¿cuál? *inter. adj. and pron.*, which
 (one)? what (one)?
cualquiera, *adj.*, any, whatever,
 whichever; — *cosa*, whatever.
cuán = cuánto, *adv. before adverbs*
and adjectives.
cuando, *conj.*, when; *de vez en —*,
 from time to time.
¿cuándo? *conj.*, when?
cuanto, —a, *rel. adj. and pron.*, how
 much, as much; all that; —os,
 —as, how many, as many; all
 who, all that which.
¿cuánto, —a? *inter. adj. and pron.*,
 how much? how many?
cuanto, *adv.*, how, how much; ¡—!
 how! how much! — **más**, the
 more; *en —*, as much as; *en — a*,
 as to, as for.
cuarenta, *num. adj.*, forty.
cuarto, *m.*, room; — *de baño*, bath-
 room.
cuarto, *num. adj.*, fourth; *a las*
ocho y —, at 8.15.
cuatro, *num. adj.*, four.
cuatrocientos, —as, *num. adj.*, four
 hundred.
Cuba, *f.*, Cuba.
cubierta, *f.*, deck (*of a ship*).
cubo, *m.*, cube.
cuello, *m.*, collar.

cuenta, *f.*, account; bill; *tener —*,
 to have an account.
cuidado, *m.*, care, attention; fear.
cuidado, —a, *past part. of cuidar.*
cuidar, to look after, take care of.
cultivar, to cultivate, raise.
cultivo, *m.*, cultivation, raising.
culto, —a, *adj.*, elegant.
culto, *m.*, worship.
cumplir, to fulfil; meet; —se, to be
 fulfilled.
cuna, *f.*, cradle.
cupo, *past abs. of caber.*
curandero, *m.*, quack.
cursor, to be current; *del 5 del que*
curso, dated the 5th inst.
cuyo, —a, *rel. adj. and pron.*, of
 which, of whom, whose.
¿cuyo, —a? *inter. adj. and pron.*,
 whose?

Ch

Chacón, *a proper name.*
chelín, *m.*, shilling.
chica, *f.*, little girl.
chico, —a, *adj.*, small, little.
chico, *m.*, little boy.
Chile, *m.*, Chili.
China, *f.*, China.
chino, *m.*, Chinese language.
chiquita, *f.*, very little girl.
chiquito, —a, *adj.*, very small, very
 little.

D

D. = don, *m.*, Mr.
D.^a = doña, *f.*, Mrs.
dar (318), to give; cause; — *al río*,
 to look out upon or face the
 river; — *muerte a*, to put to
 death; — *ópera*, to perform
 operas; — *un paso*, to take a

- step; — **pena a**, to grieve; — **a saber**, to inform; — **se**, to be given; — **se a entender**, to make one's self understood.
- de**, *prep.*, of, from; than.
- dé**, *pres. subj. of dar*.
- deber**, to owe; must, ought, should.
- decámetro**, *m.*, decameter.
- decena**, *f.*, group of ten, ten.
- decidir**, to decide, resolve.
- decigramo**, *m.*, decigram.
- decímetro**, *m.*, decimeter.
- décimo**, *-a, adj.*, tenth.
- decir** (335), to say, tell; **es** —, that is to say, that is.
- declaración**, *f.*, declaration.
- declarar**, to declare, state.
- dedicarse** (303, 1), to give one's self up, apply one's self.
- dejar**, to leave, let, allow; — **mal**, to disappoint.
- del** = **de** + **el**.
- demás**, *pron.*, other; **los or las** —, the others, the rest.
- demasiado**, *adv.*, too, too much.
- dependiente**, *m.*, clerk.
- derecho**, *m.*, right.
- desayunar**, to breakfast.
- desayuno**, *m.*, breakfast.
- descansar**, to rest.
- descanso**, *m.*, rest; **sala de** —, waiting-room.
- desconocido**, *-a, adj.*, unknown.
- descontar** (311, *b*), to discount; — **se**, to be discounted.
- descontento**, *-a, adj.*, displeased.
- descontento**, *m.*, grumbler.
- descubierto**, *-a, past part. of descubrir*.
- descubrimiento**, *m.*, discovery.
- descubrir** (345), to discover.
- descuento**, *m.*, discount.
- desde**, *prep.*, since; — **luego**, of course.
- desear**, to desire, wish.
- desempeñar**, to fill.
- desenvainado**, *-a, past part. of desenvainar*.
- desenvainar**, to unsheath, expose.
- deseo**, *m.*, desire, wish.
- desesperarse**, to despair, fret.
- despacio**, *adv.*, slowly.
- despacho**, *m.*, office; ticket office.
- despertar** (311, *a*), to awaken; — **se**, to awake.
- después**, *adv.*, after, afterwards, then; — **de**, *prep.*, after; — **que**, *conj.*, after.
- destino**, *m.*, destiny; position, job.
- desventaja**, *f.*, disadvantage.
- desventura**, *f.*, misfortune.
- determinar**, to determine, resolve.
- deuda**, *f.*, debt.
- deudor**, *m.*, debtor.
- devolver** (313), to return, reimburse.
- devuelva**, *pres. subj. of devolver*.
- día**, *m.*, day.
- diario**, *m.*, daily newspaper; journal.
- diccionario**, *m.*, dictionary.
- dice**, **dicen**, **diciendo**, *see decir*.
- diciembre**, *m.*, December.
- dictado**, *m.*, dictation; **al** —, under dictation.
- dictar**, to dictate.
- dicho**, *-a, past part. of decir*.
- dieciséis**, *adj.*, sixteen.
- diente**, *m.*, tooth.
- diesen**, *past subj. of dar*.
- diez**, *num. adj.*, ten; — **y seis**, sixteen.

diferente, *adj.*, different.
 difícil, *adj.*, difficult, hard.
 dificultad, *f.*, difficulty, trouble.
 diga, *pres. ind.* of decir.
 digno, -a, *adj.*, worthy; — de confianza, trustworthy.
 digo, dijo, dijeron, *see* decir.
 Dinamarca, *f.*, Denmark.
 dinero, *m.*, money.
 dió, *past abs.* of dar.
 Dios, *m.*, God; ¡gracias a —! thank God!
 diploma, *m.*, diploma.
 diputado, *m.*, deputy, representative.
 dirección, *f.*, direction.
 director, *m.*, principal.
 dirigir (304, 2), to direct, address; —se, to address, apply.
 discípula, *f.*, pupil.
 discípulo, *m.*, pupil; —os, pupils of both sexes.
 discreción, *f.*, discretion.
 disimular, to excuse.
 disparar, to fire; let go.
 disponer (325), to dispose, make use.
 disponible, *adj.*, available, on hand.
 disposición, *f.*, disposal.
 disputa, *f.*, dispute, argument.
 distancia, *f.*, distance.
 distinguir (304, 3), to distinguish.
 diversión, *f.*, diversion, amusement.
 divertirse (314, a), to amuse one's self.
 dividir, to divide; —se, to be divided.
 división, *f.*, division.
 doble, *m.*, double.
 doce, *num. adj.*, twelve.

doceavo, *m.*, twelfth part.
 docena, *f.*, dozen.
 documento, *m.*, document.
 dólar, *m.*, dollar.
 doliente, *m.*, patient, sufferer.
 dolor, *m.*, pain.
 dominación, *f.*, domination, rule.
 dominar, to master.
 domingo, *m.*, Sunday.
 dominio, *m.*, dominion, territory.
 don, *m.*, don, Mr.
 donde, *adv.*, where.
 ¿dónde? *adv.*, where?
 dondequiera que, *adv.*, wherever.
 doña, *f.*, doña, Mrs.
 dormido, -a, *adj.*, asleep.
 dormir (314, b), to sleep; —se, to fall asleep.
 dorso, *m.*, back.
 dos, *num. adj.*, two.
 doscientos, -as, *num. adj.*, two hundred.
 doy, *pres. ind.* of dar.
 dozavo, *m.*, twelfth part.
 drama, *m.*, drama.
 dramático, -a, *adj.*, dramatic.
 duda, *f.*, doubt.
 dudar, to doubt.
 duodécimo, -a, *num. adj.*, twelfth.
 durante, *prep.*, during.
 duro, *m.*, dollar.

E

e (before i and hi), *conj.*, and.
 ecuador, *m.*, equator.
 Ecuador, *m.*, Ecuador (South America).
 edad, *f.*, age.
 edición, *f.*, edition.
 edificio, *m.*, building.

educar (303, 1), to educate.
 efectivo, -a, *adj.*, effective; en —, cash.
 Egipto (el), Egypt.
 ejecución, *f.*, execution, carrying on.
 ejecutar, to execute, attend to, carry on.
 ejecutivo, -a, *adj.*, executive.
 ejemplo, *m.*, example; por —, for instance.
 ejercicio, *m.*, exercise.
 ejercitarse, to exercise one's self, practise.
 el, *def. art.*, the; un peso — par, one dollar a pair.
 el (la or lo) cual, los (or las) cuales, *rel. pron.*, who, whom, that, which.
 el (la, lo, los, las) que, *rel. pron.*, who, whom, which, that.
 él, *pers. pron. m.*, he, him, it.
 elector, *m.*, voter.
 elegante, *adj.*, elegant.
 elegir (315, b), to elect, choose.
 ella, *pers. pron. f.*, she, her, it; —s, they, them.
 ello, *pers. pron. n.*, it, that.
 ellos, *pers. pron. m.*, they, them.
 emancipación, *f.*, emancipation, freedom.
 embarcarse (303, 1), to embark.
 embustero, *m.*, impostor.
 empezar (311, a; 303, 4), to begin.
 empiezo, *empiece*, see empezar.
 empleado, *m.*, employee, clerk; — viajero, traveling agent.
 empleo, *m.*, position, job.
 emprender, to undertake.
 empresa, *f.*, undertaking.
 en, *prep.*, in, into, within; on; at.

encarecidamente, *adv.*, earnestly.
 encrespar, to curve, bend.
 endosar, to endorse; —se, to be endorsed.
 endoso, *m.*, endorsement.
 endosante, *m.*, endorser.
 enemigo, *m.*, enemy, foe.
 enero, *m.*, January.
 enfermarse, to become sick.
 enfermo, -a, *adj.*, sick.
 engañar, to deceive; —se, to be mistaken.
 enhorabuena, *f.*, congratulation.
 Enrique, Henry.
 enseñar, to teach, show.
 entender (311, c), to understand; —se, to be understood; —se con, to arrange with.
 enterarse, to get information, find out.
 entero, -a, *adj.*, entire, whole.
 enterrar (311, a), to bury.
 entiendo, entiende, see entender.
 entierro, *m.*, burial, funeral.
 entonces, *adv.*, then.
 entrada, *f.*, entrance; admission; —s y salidas, receipts and disbursements.
 entrar (en), to enter, go in.
 entre, *prep.*, between, among.
 entregar (303, 2), to deliver, hand.
 enviar, to send.
 equipaje, *m.*, baggage.
 era, *past descr. of ser.*
 errar (312), to err.
 error, *m.*, mistake.
 es, *pres. ind. of ser.*
 esa, ésa, *f. of ese or ése.*
 Escandinavia, *f.*, Scandinavia.
 escaparse, to escape, fly away.
 Escobar, a proper name.

- escoger (304, 2), to choose, select.
- esconder, to hide, conceal.
- escribir (345), to write.
- escuchar, to listen, listen to.
- escuela, *f.*, school; a la —, to school.
- ese, esa; esos, esas, *dem. adj.*, that; those.
- ése, ésa, eso; ésos, ésas, *dem. pron.*, that, that one; those; en ésa = en esa ciudad; a ésa = a esa ciudad.
- esmero, *m.*, careful attention, eagerness.
- eso, esos, ésos, *see* ese, ése.
- España, *f.*, Spain.
- español, -a, *adj.*, Spanish.
- español, *m.*, Spaniard; Spanish language.
- especialmente, *adv.*, especially.
- espera, *f.*, expectation.
- esperanza, *f.*, hope.
- esperar, to hope; expect; await, wait for.
- esposa, *f.*, wife.
- esposo, *m.*, husband; —s, husband and wife.
- esta, ésta, *see* este, éste.
- está, *pres. ind. of* estar.
- establecer (308), to establish, found.
- establecimiento, *m.*, establishment, foundation.
- establo, *m.*, stable.
- estación, *f.*, station; season.
- estado, *m.*, state; los Estados Unidos, the United States.
- estar (319), to be; ¿cómo está Vd.? how are you?
- este, *m.*, east.
- este, esta; estos, estas, *dem. adj.*, this; these.
- éste, ésta, esto; éstos, éstas, *dem. pron.*, this, this one, the latter; these.
- esté, *pres. subj. of* estar.
- estenógrafo, *m.*, stenographer.
- estima, *f.*, esteem, respect.
- estimado, -a, *adj.*, esteemed, dear.
- estimar, to appreciate; — infinito, to be very thankful.
- esto, estos, éstos, *see* este, éste.
- estrecho, -a, *adj.*, close.
- estrella, *f.*, star.
- estudiante, *m.*, student.
- estudiar, to study.
- estudio, *m.*, study.
- estuvimos, estuviesen, *see* estar.
- Eugenio, a proper name.
- Europa, *f.*, Europe.
- europeo, -a, *adj.*, European.
- evitar, to avoid.
- exacto, -a, *adj.*, exact, real.
- exagerar, to exaggerate.
- excepción, *f.*, exception.
- excepto, *adv.*, except.
- exceso, *m.*, excess.
- exclamar, to exclaim, cry out.
- existir, to exist.
- expedición, *f.*, expedition.
- expedir (315, a), to send.
- experiencia, *f.*, experience, practice.
- explicar (303, 1), to explain.
- expresar, to express, give.
- expreso, -a, express.
- extender (311, c), to extend.
- extranjero, *m.*, stranger; abroad; al —, en el —, abroad; del —, from abroad.
- extraño, -a, *adj.*, strange.

F

fábrica, f., factory.

fabricante, m., maker, manufacturer.

fábula, f., fable.

fácil, adj., easy.

facilitar, to supply.

fácilmente, adv., easily.

factura, f., invoice; bill.

facturar, to check.

falta, f., want, lack; **hacer —**, to be in want of, need.

faltar, to be wanting, lack, be lacking.

fallecimiento, m., death.

familia, f., family.

famoso, -a, adj., famous.

Faust, Gounod's opera.

favor, m., favor, good turn.

favorable, adj., favorable.

favorablemente, adv., favorably.

favorecer (308), to favor.

favorecido, -a, favored.

fe, f., faith, confidence.

febrero, m., February.

fecha, f., date.

Federico, Frederic.

feliz, adj., happy.

fenómeno, m., phenomenon.

Fernando, Ferdinand; — **el católico**, Ferdinand the Catholic, the founder of the Spanish monarchy (1452-1516).

ferrocarril, m., railroad.

fertilizar (303, 4), to fertilize.

fiarse (de), to trust.

Figueroa, a proper name.

fijado, -a, adj., fixed.

fijar, to fix.

fijo, -a, adj., fixed.

Filadelfia, Philadelphia.

fin, m., end; **al —**, at last; **en —**, finally; **a — de que**, in order that.

fino, -a, adj., fine, delicate, acute.

firma, f., signature.

firmar, to sign.

flor, f., flower.

fonda, f., restaurant.

fondo, m., bottom; **artículo de —**, editorial; —s, funds, money.

forma, f., form.

formar, to form.

fracción, f., fraction.

francés, -a, adj., French.

francés, m., Frenchman; French language.

Francia, f., France.

franco, -a, adj., free; **mercadería —a**, free on board, F.O.B.

franco, m., franc.

frase, f., phrase, sentence.

frecuencia, f., frequency; **con —**, frequently, often.

frecuentemente, adv., frequently.

frente, m., front, face; **hacer — a**, to meet; **f.**, forehead.

fresa, f., strawberry.

frío, -a, adj., cold; **hacer —**, to be cold (*weather*).

frío, m., cold; **tener —**, to be cold.

fruta, f., fruit.

fué, past abs. of ser and ir.

fuerte, adj., strong.

fugitivo, -a, adj., fugitive, fleeting.

fuimos, past abs. of ser and ir.

fumar, to smoke; **coche de —**, smoking car.

función, f., performance.

fundir, to melt.

funerales, m. pl., funeral.

G

gabinete, *m.*, cabinet.
 Gaceta, *f.*, Gazette (*a newspaper*).
 gacetillas, *f. pl.*, miscellaneous news.
 gallina, *f.*, hen.
 gallinero, *m.*, chicken-coop.
 gallo, *m.*, rooster.
 gana, *f.*, inclination; tener —s de, to have a mind to, feel like.
 ganado, *m.*, cattle.
 ganar, to gain, earn.
 gastar, to spend.
 gasto, *m.*, expense, cost.
 gato, *m.*, cat.
 generalmente, *adv.*, generally.
 generosidad, *f.*, generosity.
 generoso, —a, *adj.*, generous, liberal.
 gente, *f.*, people; mucha —, many people.
 geografía, *f.*, geography.
 geometría, *f.*, geometry.
 girar, to draw; —se, to be drawn.
 gobernación, *f.*, government.
 gobernar (311, a), to govern.
 gobierno, *m.*, government.
 González, *a proper noun*.
 gozar (303, 4), to enjoy.
 gracia, *f.*, grace; —s, thanks; ¡—s a Dios! thank God.
 Gráfico, *m.*, Graphic (*a newspaper*).
 gramo, *m.*, gram.
 gran, *see grande*.
 grande, *adj.*, great, large.
 granero, *m.*, barn.
 grato, —a, *adj.*, graceful, pleasing, welcome; su —a, your welcome letter, nos es —, we beg to.
 Grecia, *f.*, Greece.
 grueso, —a, *adj.*, fat, thick.

guante, *m.*, glove.
 guardar, to keep; save; —se, to guard one's self, protect one's self.
 guerra, *f.*, war.
 Guayana, *f.*, Guiana (South America).
 guiar, to guide; —se, to be guided.
 gustar, to taste, like; me gusta, I like.
 gusto, *m.*, pleasure.
 gustoso, —a, *adj.*, cheerful, pleasant; gladly.

H

Habana, Havana.
 haber (322), to have; — que, to have to, must; hay, there is, there are; aquí hay, here is, here are; hay que, one must.
 habilidad, *f.*, ability, talent.
 hablar, to speak, talk; —se, to be spoken; talk to each other.
 hacer (323), to make; do; cause; no — caso, to pay no attention; — falta, to be in want of, need; — frío, to be cold (*weather*); — (vida), to lead; esta observación hizo que, this fact caused him to; la hizo enterrar, he had her buried; hace tiempo, some time ago; hacía pocos días, a few days ago; hará un mes que, it will be a month since; hacerse, to be made; be done; —se cargo de, to imagine; take into consideration; take upon one's self; —se (+noun), to become.
 hacienda, *f.*, wealth; farm.
 hago, haga, *see hacer*.

hallar, to find.
hallazgo, *m.*, thing found.
hambre, *f.*, hunger; tener —, to be hungry.
hasta, *prep.*, until, till; — la vista, till we meet again; — que, *conj.*, until, till.
hay, *haya*, see haber.
haz, *imper.* of hacer.
hectómetro, *m.*, hectometer.
helado, *m.*, ice-cream.
heno, *m.*, hay.
Heraldo, *m.*, Herald (*a newspaper*).
herido, *m.*, wounded one.
herir (314, *a*), to wound.
hermana, *f.*, sister.
hermanita, *f.*, little sister.
hermanito, *m.*, little brother.
hermano, *m.*, brother; —s, brothers; brothers and sisters.
hermoso, —a, beautiful.
herramienta, *f.*, tool.
hiciera, **hicimos**, see hacer.
hierro, *m.*, iron; caja de —, safe.
hija, *f.*, daughter.
hijito, *m.*, little son, little child.
hijo, *m.*, son; —s, sons; sons and daughters, children.
hirieron, *past abs.* of herir.
hispano, —a, Spanish.
hispanoamericano, —a, *adj.*, Hispano-American.
hizo, *past abs.* of hacer.
¡hola! *interj.*, hello!
Holanda, *f.*, Holland.
hombre, *m.*, man.
hombrón, *m.*, big man.
homenaje, *m.*, homage; rendir — a, to pay homage to, worship.
Honduras, *m.*, Honduras (Central America).

honor, *m.*, honor.
honradez, *f.*, honesty, probity.
hora, *f.*, hour; o'clock; time; **¿qué hora es?** what time is it?
hotel, *m.*, hotel.
hoy, to-day.
hubo, **hubiese**, see haber.
huir (315, *d*), to flee, escape.
hurto, *m.*, theft.

I

ibero, —a, *adj.*, Iberian.
igual, *adj.*, equal.
ilustrado, —a, *adj.*, illustrated.
impedir (315, *a*), to prevent, forbid.
imperio, *m.*, empire.
imponer (325), to impose.
importante, *adj.*, important.
imposible, *adj.*, impossible.
impuesto, —a, *past part.* of imponer.
incertidumbre, *f.*, uncertainty.
incluir (315, *d*), to include, inclose.
independencia, *f.*, independence.
independiente, *adj.*, independent.
India, *f.*, India.
indicar (303, *r*), to indicate.
industria, *f.*, industry.
inesperado, —a, *adj.*, unexpected, unforeseen.
infeliz, *adj.*, unhappy; ¡— de mí! poor me!
infinito, *adv.*, immensely; **estimar** —, to be very thankful.
informe, *m.*, information.
ingeniería, *f.*, engineering.
ingeniero, *m.*, engineer.
Inglaterra, *f.*, England.
inglés, —a, *adj.*, English.
inglés, *m.*, English language.
inmediatamente, *adv.*, immediately, at once.

instrucción, *f.*, instruction.
 integridad, *f.*, integrity, honesty.
 inteligente, *adj.*, intelligent, bright.
 interesar, to interest; —se por, to
 be interested in.
 interior, *m.*, interior; home; noti-
 cias del —, home news.
 introducción, *f.*, overture.
 inútil, *adj.*, useless.
 invariable, *adj.*, invariable, con-
 stant.
 invierno, *m.*, winter.
 invitar, to invite.
 ir (336), to go; (*progressive form*)
 be; — a (*before infinitive*), to be
 going to, be about to; —se, to
 go away.
 Isabel, Isabella, wife of Ferdinand
 the Catholic (1451-1504).
 isla, *f.*, island.
 Italia, *f.*, Italy.
 italiano, —a, *adj.*, Italian.
 italiano, *m.*, Italian language.

J

jamás, *adv.*, never.
 Japón, *m.*, Japan.
 japonés, *m.*, Japanese language.
 jardín, *m.*, garden.
 jardincito, *m.*, small garden.
 Jorge, George.
 José, Joseph.
 joven, *adj.*, young.
 joven, *m.*, young man; jóvenes,
 young people.
 Juan, John.
 Juana, Jane.
 Juanita, little Jane.
 jueves, *m.*, Thursday.
 juguete, *m.*, toy.

juguetito, *m.*, little toy.
 juicio, *m.*, judgment, sense.
 julio, *m.*, July.
 junio, *m.*, June. →
 juntarse, to assemble.
 junto, —a, *adj.*, combined; together.
 justicia, *f.*, justice.
 juventud, *f.*, youth.

K

kilo or kilogramo, *m.*, kilogram
 (two pounds).
 kilómetro, *m.*, kilometer.

L

la, *art.*, the; — de él, his.
 la, *pers. pron.*, her, it, you.
 la que, la cual, *rel. pron.*, who,
 whom, which.
 labranza, *f.*, farming; aperos de —,
 farming implements.
 labrar, to till, plough.
 lado, *m.*, side.
 ladrón, *m.*, thief, robber.
 lamentarse, to lament.
 largo, —a, *adj.*, long.
 las, *def. art.*, the.
 las, *pers. pron.*, them; you.
 las cuales, las que, *rel. pron.*, who,
 whom, which.
 lástima, *f.*, pity; dar — a, to grieve.
 latino, —a, *adj.*, Latin.
 lavar, to wash; —se, to wash one's
 self.
 lazo, *m.*, snare, trap.
 le, *pers. pron.*, him, it, you; to him,
 to her, to it, to you.
 lección, *f.*, lesson.
 leche, *f.*, milk.

lectura, *f.*, reading.
Leer (306), to read.
legalidad, *f.*, fidelity, punctuality.
legislativo, *-a, adj.*, legislative.
legumbre, *f.*, vegetable.
lejos, *adv.*, far, far away.
lengua, *f.*, language.
lenguaje, *m.*, language.
lentamente, slowly.
les, *pers. pron.*, to them, to you.
letra, *f.*, letter, draft; — de cambio, bill of exchange, draft.
levantar, to raise; — se, to get up.
leyendo, *pres. part. of leer*.
liberal, *m.*, Liberal.
libertad, *f.*, liberty.
librado, *m.*, drawee (of a bill of exchange).
librador, *m.*, drawer (of a bill of exchange).
libranza, *f.*, bill of exchange, draft.
librar, to free; draw; — se, to be drawn; get rid of.
libro, *m.*, book; — de caja, cash-book.
ligero, *-a, adj.*, light, slight.
límite, *m.*, limit.
Linares, a proper name.
línea, *f.*, line.
lira, *f.*, lira.
lista, *f.*, list.
litro, *m.*, litre.
lo, *def. art.*, the; — necesario, what is necessary.
lo, *pers. pron.*, it.
lo cual, lo que, *rel. pron.*, a thing which, that which.
lobo, *m.*, wolf.
localidad, *f.*, seat.
loco, *-a, adj.*, crazy, mad.
locura, *f.*, folly.

logro, *m.*, success.
lomo, *m.*, loin, back.
Londres, London.
Longa, a proper name.
longitud, *f.*, longitude.
López, a proper name.
los, *art.*, the.
los, *pers. pron.*, them, you.
los cuales, los que, *rel. pron.*, who, whom, which.
lucir (308), to display.
luego, *adv.*, then; desde —, of course.
lugar, *m.*, place; en — de, instead of.
Luisa, Louisa.
luna, *f.*, moon.
lunes, *m.*, Monday.
luz, *f.*, light.

LI

llamar, to call; — se, to be called; call each other.
llave, *f.*, key.
llegada, *f.*, arrival.
llegar (303, 2), to arrive; — a ser (+ *noun*), to become.
llevar, to carry; keep; — cuenta, to keep an account; — a mal a, to be displeased with; — se, to carry away; be carried.
llorar, to weep, bewail.
llover (311, *d*), to rain.

M

madre, *f.*, mother.
Madrid, Madrid.
maestra, *f.*, school mistress.
maestro, *m.*, teacher.
mágico, *-a, adj.*, magic.

magnífico, -a, *adj.*, magnificent, splendid.
majestad, *f.*, majesty.
mal, *adj.*, see malo.
mal, *adv.*, badly.
mal, *m.*, disease.
maleta, *f.*, valise, suit-case.
malo, -a, *bad*, wicked; lo —, what is bad.
mandar, to order; send; **mande** Vd., señor, yes, sir.
manera, *f.*, manner, way; **de una** —, in a way.
manifestar, to declare, state.
mano, *f.*, hand; **en** —, within reach or grasp.
Manuel, Emanuel.
manufacturero, *m.*, manufacturer.
manzana, *f.*, apple.
mañana, *f.*, morning; A.M.
mañana, *adv.*, to-morrow.
mapa, *m.*, map.
máquina, *f.*, machine; — **de escribir**, typewriter.
maquinaria, *f.*, machinery.
mar, *m. and f.*, sea.
marchar, to go; —**se**, to go, depart, set out, sail.
marco, *m.*, mark.
María, Mary.
marina, *f.*, navy.
marinero, *m.*, sailor.
Marita, little Mary.
Marruecos, *m.*, Morocco.
martes, *m.*, Tuesday.
marzo, *m.*, March.
más, *conj.*, but.
más, *adv.*, more; **mucho** —, especially; no — **que**, no . . . but.
matar, to kill.
mayo, *m.*, May.

mayor, *adj.*, greater, larger, older, elder; greatest, largest, eldest, oldest; — **de edad**, of age; **al por** —, by wholesale.
mayor, *m.*, ledger.
mayorcito, -a, older little one.
me, *pers. pron.*, me, to me, myself, to myself.
medianamente, *adv.*, moderately.
mediante, *adv.*, by means of.
medicina, *f.*, medicine.
médico, *m.*, physician.
medida, *f.*, measure.
medio, -a, *adj.*, half.
medio, *m.*, middle; **en** —, in the middle, in the midst.
medir (315, a), to measure.
Méjico, *m.*, Mexico.
mejor, *adj. and adv.*, better, best.
memoria, *f.*, memory.
menor, *adj.*, less; smaller; younger; least; smallest; youngest; **al por** —, by retail.
menos, *adv.*, less; a or por lo —, at least; a — **que**, unless.
menudo, -a, *adj.*, minute; a —, often.
mercadería, *f.*, merchandise.
mercado, *m.*, market-place.
mercancía, *f.*, merchandise, goods.
mercantil, *adj.*, commercial.
merecer (308), to deserve.
meridiano, *m.*, meridian.
mes, *m.*, month.
mesa, *f.*, table; — **de comer**, dining table.
metal, *m.*, metal.
metálico, -a, *adj.*, metallic.
metálico, *m.*, cash.
meter, to place, put; —**se**, to become.

métrico, -a, *adj.*, metric.
metro, *m.*, meter.
mi, *poss. adj.*, my.
mi, *pers. pron.*, me.
mía, *f.*, see **mío**.
miedo, *m.*, fear; tener —, to be afraid.
miembro, *m.*, member.
mientras, *adv.*, in the meantime; — más, the more.
miércoles, *m.*, Wednesday.
mil, *m.*, one thousand.
milésimo, -a, *adj.*, thousandth.
miligramo, *m.*, milligram.
milímetro, *m.*, millimeter.
militar, *adj.*, military.
millar, *m.*, thousand.
millón, *m.*, million.
millonésimo, -a, *adj.*, millionth.
ministerio, *m.*, ministry.
ministro, *m.*, minister, secretary.
minuto, *m.*, minute.
mío, -a, *poss. adj.*, my.
mío (el), la —a, *poss. pron.*, mine.
mirar, to look at, watch.
miriámetro, *m.*, miriameter.
mis, *pl. of mi*.
mismo, -a, *indef. adj.*, same; self; él —, himself; lo — que, in the same way as, as.
mitad, *f.*, half.
moderno, -a, *adj.*, modern.
modestia, *f.*, modesty.
módico, -a, *adj.*, moderate.
molestar, to disturb.
momento, *m.*, moment; de —, at the moment.
monarquía, *f.*, monarchy.
moneda, *f.*, money.
montaña, *f.*, mountain, mount.
Montenegro, *m.*, Montenegro.

Montero, a proper name.
moralidad, *f.*, morality.
Moreno, a proper name.
morir (314, b), to die.
mosca, *f.*, fly.
mostrar (311, b), to show, point out.
motivo, *m.*, motive.
moverse (311, d), to move.
mozo, *m.*, waiter; — de estación, porter.
muchacha, *f.*, girl.
muchacho, *m.*, boy.
muchísimo, -a, *adj.*, very much.
mucho, -a, *adj.*, much, many.
mucho, *adv.*, much, a great deal.
mueble, *m.*, piece of furniture; *pl.*, furniture.
muere, *pres. ind. of morir*.
muerte, *f.*, death; dar — a, to put to death.
muerto, -a, *past part. of morir; adj.*, dead.
muestra, *f.*, sample.
mujer, *f.*, woman.
mujerona, *f.*, big woman.
multiplicar (303, r), to multiply.
múltiplo, *m.*, multiple.
mundo, *m.*, world; todo el —, the whole world; everybody.
muñeca, *f.*, doll.
muñequita, *f.*, little doll.
muñidor, *m.*, undertaker.
muriendo, **murió**, see **morir**.
murmuración, *f.*, grumbling.
murmurar, to grumble.
música, *f.*, music.
muy, *adv.*, very.

N

nada, *indef. pron.*, nothing.
nadie, *indef. pron.*, nobody.

naturalmente, *adv.*, naturally, of course.

Navarro, *a proper name*.

nave, *f.*, ship.

navegación, *f.*, navigation.

necedad, *f.*, nonsense.

necesario, *-a, adj.*, necessary; lo —, what is necessary.

necesidad, *f.*, necessity.

necesitar, to need, want.

negar (311, *a*; 303, *2*), to deny, refuse to grant, decline doing.

negocio, *m.*, business.

negro, *-a, adj.*, black, dark.

nevar (311, *a*), to snow.

ni, *adv.*, neither, nor.

ningún, *see ninguno*.

ninguno, *-a, indef. adj.*, no, not any.

ninguno, *-a, indef. pron.*, none, not one; sin *-a*, without any (letter).

niña, *f.*, girl.

nifito, *m.*, small child.

niño, *m.*, boy, child; —s, children.

no, *adv.*, no, not.

noble, *adj.*, noble.

noche, *f.*, night, evening; P. M.; buenas —s, good evening, good night.

nombrar, to name, mention; appoint.

nombre, *m.*, name.

nono, *-a, num. adj.*, ninth.

nordeste, *m.*, northeast.

noroeste, *m.*, northwest.

norte, *m.*, north.

Noruega, *f.*, Norway.

nos, *pers. pron.*, us, ourselves, to us, to ourselves; each other, to each other.

nosotros, *-as, pers. pron.*, we, us.

nota, *f.*, note; mark.

notar, to note, notice.

noticia, *f.*, notice; news; —s del interior, home news; —s del extranjero, news from abroad.

novcientos, *-as, adj.*, nine hundred.

noveno, *-a, num. adj.*, ninth.

noventa, *num. adj.*, ninety.

noviembre, *m.*, November.

nublado, *-a, adj.*, cloudy.

nuestro, *-a, poss. adj.*, our.

nuestro (el), la *-a, poss. pron.*, ours.

nueve, *num. adj.*, nine.

Nueva York, New York.

nuevo, *-a, adj.*, new.

número, *m.*, number.

nunca, *adv.*, never.

O

o, *conj.*, or.

obedecer (308), to obey.

obediente, *adj.*, obedient.

objeto, *m.*, object, aim.

oblicuamente, *adv.*, obliquely.

obligación, *f.*, obligation.

obligar (303, *2*), to oblige, compel.

obra, *f.*, work.

obrar, to work; be in the hands of; — en mi poder, to be at hand.

oscuro, *-a, adj.*, obscure, dark.

observación, *f.*, observation; esta — hizo que, this fact caused him to.

observar, to observe, notice.

obtener (329), to obtain.

obtuvo, *past abs. of obtener*.

ocasión, *f.*, occasion, opportunity.

occidente, m., west.
Oceanía, f., Oceania.
ochenta, num. adj., eighty.
ocho, num. adj., eight; las —, 8 o'clock.
ochocientos, -as, num. adj., eight hundred.
octavo, -a, num. adj., eighth.
octubre, m., October.
ocuparse, to occupy one's self, undertake.
oeste, m., west.
ofensa, f., offence; dar — a, to offend.
oficina, f., office.
oficio, m., occupation, trade; character.
ofrecer (308), to offer; —se, to offer one's self, put one's self.
¡Oh! interj., oh! oh!
oído, m., hearing; ear.
oigo, oiga, see oír.
oír (337), to hear.
ojiquerromo, -a, adj., with keen, small eyes.
oler (312), to smell, scent.
olvidarse de, to forget.
olvido, m., forgetfulness, oversight.
once, num. adj., eleven.
onceavo or onzavo, m., eleventh part.
ópera, f., opera.
operación, f., operation, process.
opinión, f., opinion.
orden, m. and f., order.
ordenar, to order, command.
ordinal, adj., ordinal.
oriente, m., east.
oro, m., gold.
orquesta, f., orchestra.
os, pers. pron., you, to you; your-

selves, to yourselves; each other, to each other.
otoño, m., autumn, fall.
otro, -a, indef. adj., other, another; —a vez, again.
oye, oyen, oyó, see oír.

P

Pablito, little Paul.
Pablo, Paul.
paciencia, f., patience; tener —, to be patient.
padecer (308), to suffer.
padre, m., father; —s, parents.
pagar (303, 2), to pay; —se, to be paid.
pagaré, m., promissory note.
pago, m., payment; consequence.
país, m., country, land.
paisaje, m., landscape.
pájaro, m., bird.
palabra, f., word.
pálido, -a, adj., pale.
pan, m., bread.
pañó, m., cloth.
papel, m., paper.
par, m., pair; un peso el —, one dollar a pair.
para, prep., for, in order to; — que, conj., in order that, so that.
parar, to stop, halt.
parecer (308), to appear.
pared, f., wall.
París, Paris.
parte, f., part; por su —, on his part.
participar, to notify.
particular, adj., private.
particular, m., subject.
particularmente, adv., especially.

- partido, m.**, party.
partir, to depart, leave.
pasado, -a, adj., past.
pasaje, m., passage; ticket.
pasajero, m., passenger, traveler.
pasar, to pass; spend; go; — **muchos trabajos**, to have troubles.
paso, m., pace, step; **dar un —**, to take a step.
pata, f., foot (of an animal).
patria, f., fatherland.
pedido, m., order.
pedir (315, a), to ask, ask for.
Pedro, Peter.
peligro, m., danger.
pena, f., pain, sorrow, trouble; **valer la —**, to be worth while.
península, f., peninsula.
pensar (311, a), to think, intend.
pensión, f., pension.
pequeñito, -a, adj., very small, very little.
pequeño, -a, adj., small, little.
pera, f., pear.
perder (311, c), to lose; miss.
pérdida, f., thing lost.
Pérez, a proper name.
perezoso, -a, adj., lazy.
perfeccionarse, to perfect one's self.
perfectamente, adv., perfectly.
periódico, m., newspaper.
perjudicar (303, 1), to injure, hurt.
permanecer (308), to remain.
permitir, to permit, allow; —**se**, to be permitted.
pero, conj., but.
perro, f., dog.
perro, m., dog.
perseverar, to persevere, persist.
Persia, f., Persia.
persona, f., person.
persuadir, to persuade, convince.
persuasivo, -a, adj., persuasive.
Perú (el), Peru.
pesar, to weigh.
pescado, m., fish.
peseta, f., peseta (twenty cents).
peso, m., weight; dollar.
piano, m., piano.
pide, piden, pidió, see pedir.
pie, m., foot; bottom; a —, on foot.
piEDAD, f., pity.
pienso, piensa, pres. ind. of pensar.
 pierdo, pres. ind. of perder.
pieza, f., coin, piece of money.
pisO, m., floor; — **alto**, upper floor.
placer, m., pleasure.
plata, f., silver.
platea, f., orchestra; **butaca de —**, orchestra chair or seat.
playa, f., beach.
plaza, f., place; position; city.
pluma, f., feather; pen.
pobre, adj., poor.
poco, -a, adj., little; — **tiempo**, a short time; —**s**, few, some.
poco, adv., little; **hay — que decir**, there is little to say.
poder (324), to be able, can, may.
poder, m., power.
poderío, m., power.
poeta, m., poet.
político, -a, adj., politic; political.
polo, m., pole.
pompa, f., pomp, ostentation.
pon, imper. of poner.
poner (325), to put, place; — **la mesa**, to set the table; —**se** (+ **adj.**), to become; set; —**se la ropa**, to dress; —**se el sombrero**, to put on one's hat; —**se a** (before infinitive), to begin to.

pongo, ponga, *see poner*.
 por, *prep.*, for, by, to; — (+ *adj.*
 or *adv.*) que, however; ¿— qué?
 why?
 porque, *conj.*, because.
 portador, *m.*, bearer.
 portarse, to behave.
 Portugal, *m.*, Portugal.
 portugués, *m.*, Portuguese language.
 porvenir, *m.*, future.
 poseer (306), to own, be the master
 of.
 posesión, *f.*, possession.
 posesionarse, to take possession of.
 posible, *adj.*, possible.
 postal, *adj.*, postal; orden —,
 money order.
 postre, *m.*, dessert.
 practicar (303, 1), to practise, follow.
 precaución, *f.*, precaution.
 precio, *m.*, price.
 precioso, —a, *adj.*, precious, valua-
 ble.
 precisamente, *adv.*, precisely.
 precisar, to compel, oblige.
 preciso, —a, *adj.*, necessary.
 preferir (314, a), to prefer.
 pregunta, *f.*, question.
 preguntar, to question, ask.
 premio, *m.*, prize.
 preparar, to prepare; —se, to be
 prepared; get ready.
 presa, *f.*, prey.
 presentar, to present, introduce,
 show; —se, to present one's self,
 appear; be presented.
 presente, *adj.*, present.
 presidente, *m.*, president.
 prestar, to lend; tomar prestado a,
 to borrow from.
 pretender, to pretend, claim; seek.

pretensión, *f.*, pretension, claim.
 prima, *f.*, cousin.
 primavera, *f.*, spring.
 primer, *see primero*.
 primero, —a, *num. adj.*, first.
 primero, *adv.*, first.
 primo, *m.*, cousin; —s, cousins of
 both sexes.
 principado, *m.*, principality.
 principal, *adj.*, principal.
 principal, *m.*, head.
 principio, *m.*, beginning; al —, at
 the beginning.
 privar, to deprive.
 producto, *m.*, product.
 productor, *m.*, manufacturer.
 prohibir, to prohibit, forbid; —se,
 to be forbidden.
 promesa, *f.*, promise.
 prometer, to promise.
 pronombre, *m.*, pronoun.
 pronto, *adv.*, quickly, soon.
 propietario, *m.*, owner.
 propina, *f.*, tip.
 propio, —a, *adj.*, proper, one's own.
 proponer (325), to propose, offer.
 propósito, *m.*, purpose; a —, by the
 way.
 protección, *f.*, protection, support.
 protestar, to protest; —se, to be
 protested.
 protesto, *m.*, protest.
 proximidad, *f.*, proximity, vicinity.
 próximo, —a, *adj.*, next.
 proyecto, *m.*, project.
 público, —a, *adj.*, public.
 público, *m.*, public.
 pude, pudiendo, pudiese, *see poder*.
 pueblecito, *m.*, small village.
 pueblo, *m.*, town, village; people.
 puedo, puede, pueda, *see poder*.

puerto, *m.*, port; — de mar, sea-port.

Puerto Rico (*rich port*), *m.*, Porto Rico.

pues, *conj.*, then, therefore; well; for; — que or — si, since.

puesta (*f.*) de sol, sunset.

puesto, —a, *past part.* of poner.

punto, *m.*, point, subject.

puntualidad, *f.*, punctuality.

pusieron, pusiese, puso, *see* poner.

Q

que, *conj.*, that; than; whether; to.

que, *rel. pron.*, who, whom, that, which; al —, to whomsoever.

¿qué? *inter. adj.*, what? which? how? ¿— tal? how goes it?

¿qué? *inter. pron.*, what?

quedar, to remain; be; —se, to remain, stay.

quejarse, to complain.

quemar, to burn.

querer (326), to wish; love, like.

querido, —a, *adj.*, dear, beloved.

queso, *m.*, cheese.

quien, *rel. pron.*, who, whom, he who or whom, him who or whom.

¿quién? *inter. pron.*, who? whom?

quiero, *pres. ind.* of querer.

quince, *num. adj.*, fifteen.

quincena, *f.*, a group of fifteen; fortnight.

quinientos, —as, *num. adj.*, five hundred.

quinto, —a, *num. adj.*, fifth.

quiso, quisiesen, *see* querer.

quitar, to take away; —se, to take off (*from one's age*); —se la ropa, to undress.

R

raro, —a, *adj.*, rare; —a vez, seldom.

rato, *m.*, moment.

ratón, *m.*, mouse.

razón, *f.*, reason; — social, firm name; tener —, to be right; no tener —, to be wrong.

real, *adj.*, royal.

real, *m.*, real (*about five cents*).

recibir, to receive.

recibo, *m.*, reception; receipt; salón de —, reception room, parlor.

recientemente, recently.

recomendado, *m.*, the person whom one recommends.

recomendar (311, a), to recommend.

reconocer (308), to recognize, acknowledge.

recordar (311, b), to remember.

recursos, *m. pl.*, means.

redacción, *f.*, (newspaper) office.

redactor, *m.*, editor.

reembolso, *m.*, reimbursement; contra —, on cash terms.

referirse (314, a), to refer.

regalar, to regale, feast; present as a gift.

regalo, *m.*, present, gift.

regatear, to haggle, bargain.

regir (315, b), to rule; obtain.

regresar, to return.

regreso, *m.*, withdrawal, departure.

reina, *f.*, queen.

reino, *m.*, kingdom.

reír (315, c), to laugh; —se de, to laugh at.

relación, *f.*, relation; story.

remozar (303, 4), to rejuvenate, make young again; —se, to become young again.

rendir (315, *a*), to render; do; pay;
— **culto a**, to worship.

reñir (315, *a*), to scold, reproach.

repetir (315, *a*), to repeat; —**se**, to
— repeat to one's self; remain.

repiten, **repitiendo**, *see* **repetir**.

replicar (303, *r*), to reply.

representante, *m.*, representative,
agent.

representar, to represent, play, per-
form.

república, *f.*, republic.

republicano, —*a*, *adj.*, Republican.

republicano, *m.*, Republican.

repugnancia, *f.*, repugnance, aver-
sion.

reservar, to reserve, keep in store.

residencia, *f.*, residence.

residir, to reside, be vested in.

respecto, *m.*, respect; — **a**, with re-
gard to.

respetable, *adj.*, respectable, hon-
orable.

responder, to answer.

responsabilidad, *f.*, responsibility,
liability.

respuesta, *f.*, answer.

resto, *m.*, rest, remainder.

resultado, *m.*, result.

retardo, *m.*, delay.

retirarse, to withdraw, go away.

reunión, *f.*, reunion, consolidation.

reunir, to reunite, gather, save.

revendedor, *m.*, street speculator.

revolución, *f.*, revolution.

rey, *m.*, king.

Ricardo, *a proper name*.

rico, —*a*, *adj.*, rich.

riñen, **riendo**, *see* **refr**.

rigen, *pres. ind. of* **regir**.

rinden, *pres. ind. of* **rendir**.

riño, **riñó**, *see* **refr**.

río, *m.*, river.

Rivero, *a proper name*.

robar, to rob, steal; —**se**, to steal.

roca, *f.*, rock.

Rodríguez, *a proper name*.

rogar (311, *b*; 303, *2*), to beg, en-
treat.

rojo, —*a*, *adj.*, red.

ropa, *f.*, clothes.

rostro, *m.*, face, visage.

ruego, **ruega**, *see* **rogar**.

ruido, *m.*, noise.

Rumania, *f.*, Roumania,

rumbo, *m.*, course (*of a ship*).

Rusia, *f.*, Russia.

ruso, *m.*, Russian language.

S

sábado, *m.*, Saturday.

sábana, *f.*, bed-sheet; —**s**, bed-
clothes.

saber (327), to know, know how;
a —, *viz.*, to wit, that is.

sacar (303, *r*), to draw out, remove,
get, obtain, withdraw, take out,
pull out.

sala, *f.*, hall, large room; — **de**
clase, classroom; — **de descanso**,
waiting room.

saldar, to pay, settle.

salgo, *pres. ind. of* **salir**.

salida, *f.*, departure; rising; **entradas**
y —**s**, receipts and disbursements.

salir (338), to go out, leave, depart,
come forth; rise; — **por oriente**,
to rise in the east.

salón, *m.*, parlor; — **de recibo**, re-
ception room, parlor; **coche** —,
parlor car.

- salud, f.**, health; **tener** —, to be in good health.
saludar, to greet.
salvador, m., savior; **San Salvador**, island discovered by Columbus.
san, see santo.
Sánchez, a proper name.
San Francisco, San Francisco.
San Salvador, see Salvador.
santo, -a, adj., saint, holy.
saque, see sacar.
satisfacción, f., satisfaction; **a** —, with satisfaction, fully.
satisfecho, -a, adj., satisfied.
se, pers. pron., one's self, himself, herself, itself, themselves, yourself, yourselves; each other; to one's self, etc.; one.
sé, pres. ind. of saber.
sea, pres. subj. of ser.
sed, f., thirst; **tener** —, to be thirsty.
seda, f., silk.
seguida, f., continuation; **en** —, directly.
seguir (315, b), to follow; continue, go on.
según, prep., according to; **conj.**, according as, in proportion as, just as.
segundo, -a, num. adj., second.
seguridad, f., certainty; **tener la** —, to be sure.
seguro, -a, adj., secure, safe; **su** — **servidor**, yours respectfully.
seis, num. adj., six; **diez y** —, sixteen.
seiscientos, -as, num. adj., six hundred.
semana, f., week.
sembrar (311, a), to sow, plant.
semestre, m., semester, term.
senado, m., senate.
senador, m., senator.
 sencillamente, adv., simply, plainly.
sencillo, -a, adj., simple, plain.
sentarse (311, a), to sit down.
sentimiento, m., regret.
sentir (314, a), to feel; regret.
señalar, to mark.
señor, m., gentleman; sir, Mr.
señora, f., lady; madam, Mrs.
señorita, f., young lady; Miss.
señorito, m., young gentleman; Master.
septiembre, m., September.
séptimo, -a, adj., seventh.
ser (328), to be.
Servia, f., Servia.
servicio, m., service.
servidor, m., servant (*term of courtesy*).
servir (315, a), to serve; —**se**, to deign, please, be pleased.
sesenta, num. adj., sixty.
setecientos, -as, num. adj., seven hundred.
setenta, num. adj., seventy.
Sevilla, Seville, a city in southern Spain.
sexto, -a, num. adj., sixth.
si, conj., if, whether.
sí, adv., yes.
sí, pers. pron., one's self, himself, herself, itself, themselves, yourself, yourselves.
Siberia, f., Siberia.
sido, past part. of ser.
siempre, adv., always; — **que**, provided that.
siento, pres. ind. of sentar.

- sietavo; diez y —**, seventeenth part.
siete, num. adj., seven.
significado, m., meaning.
sigue, pres. ind. of seguir.
siguiente, adj., following, next.
siguió, siguiera, siguiese, see seguir.
silla, f., chair.
simplemente, adv., simply, merely.
sin, prep., without.
sinceramente, adv., heartily, cordially.
sino, conj., but; except; **no . . . —**, none except.
sintiendo, sintió, see sentir.
sirviendo, sirvió, see servir.
sistema, m., system.
sitio, m., place, seat.
sobrante, adj., left over, remaining.
sobre, prep., on, upon; over.
sobredicho, -a, adj., above mentioned.
sobrina, f., niece.
sobrino, m., nephew.
social, adj., social; **razón —**, firm name.
socialista, m., Socialist.
sol, m., sun.
solamente, adv., only.
solicitar, to solicit, seek, apply for.
solo, -a, adj., alone.
sólo, adv., only.
soltero, -a, adj., single, unmarried.
sombrerito, m., little hat.
sombrero, m., hat.
someter, to submit, subject.
son, pres. of ser.
sopa, f., soup.
- soprano, f.**, soprano.
sospechar, to suspect.
sostener (329), to maintain.
Sr. = señor.
Sra. = señora.
Srta. = señorita.
Srto. = señorito.
S.S. = seguro servidor.
S.S.S. = su seguro servidor.
su, poss. adj., his, her, its; their; your.
subir, to go up, be raised.
submúltiplo, m., submultiple.
substantivo, m., substantive, noun.
suceder, to happen.
sud, m., south; **Sud América, South America.**
sudeste, m., southeast.
Suecia, f., Sweden.
sueldo, m., salary.
sueño, m., sleep; **tener —**, to be sleepy.
suerte, m., fate.
suficiente, adj., sufficient, enough.
sufrimiento, m., suffering, pain.
Suiza, f., Switzerland.
suma, f., sum.
suplicar (303, 1), to entreat, implore.
supo, past abs. of saber.
supuesto, m., supposition; **por —**, of course.
sus, pl. of su.
sur, m., south; **América del Sur, South America.**
suroeste, m., southwest.
surtido, m., stock.
suspender, to suspend.
suyo, -a, poss. adj., his, her, its; their; your.
suyo (el), la —a, poss. pron., his, hers, its own, one's, theirs, yours.

T

tal, *adj.*, such, such a; ¿qué —? how goes it?
 talón, *m.*, (baggage) check.
 también, *adv.*, also.
 tan, *adv.*, so, so much; — . . . que, so . . . that; — . . . como, as . . . as.
 tanto, —a, *adj.*, so much, as much, so many, as many; — . . . como, as much as, as many as.
 tanto, *adv.*, so; — . . . que, so well . . . that.
 taparse, to cover one's self.
 taquígrafo, *m.*, stenographer.
 taquilla, *f.*, box-office.
 tarde, *f.*, afternoon; P. M.; buenas —s, good afternoon.
 tarde, *adv.*, late.
 tarifa, *f.*, price list.
 te, *pers. pron.*, you, yourself, to you, to yourself.
 teatro, *m.*, theater, playhouse.
 telón, *m.*, (theater) curtain.
 temer, to fear.
 temprano, *adv.*, early.
 ten, *imper. of tener*.
 tender (311, c), to stretch, lay, set.
 tenedor, *m.*, holder; — de libros, bookkeeper.
 tener (329), to have; be; — a bien, to be pleased; — que, to have to, must.
 tenga, tengo, *see tener*.
 tenor, *m.*, tenor.
 teoría, *f.*, theory.
 tercer, *see tercero*.
 tercero, —a, *num. adj.*, third.
 tercio, *m.*, third part.
 terminar, to end, close.
 término, *m.*, term.

terreno, *m.*, land, ground.
 terrestre, *adj.*, terrestrial.
 terrible, *adj.*, terrible, frightful.
 terror, *m.*, terror.
 tesoro, *m.*, treasure.
 ti, *pers. pron.*, you, yourself.
 tía, *f.*, aunt.
 tiempo, *m.*, time; weather.
 tienda, *f.*, store.
 tiene, *pres. ind. of tener*.
 tierra, *f.*, earth, land.
 tímido, —a, *adj.*, timid, shy.
 tinta, *f.*, ink.
 tintero, *m.*, inkstand.
 tío, *m.*, uncle; —s, uncle and aunt; uncles and aunts.
 tipo, *m.*, type; unidad —, unit.
 título, *m.*, title, diploma, degree.
 tocar (303, 1), to touch; play (an instrument); fall to one's lot.
 todavía, *adv.*, yet, still.
 todo, —a, *indef. adj.*, all, whole, entire; every; —a la clase, the whole class; —os los días, every day.
 todo, *indef. pron.*, all, everything.
 tomar, to take; — prestado a, to borrow from; —se, to take.
 Tomás, Thomas.
 tonelada, *f.*, ton.
 torno, *m.*, cylinder; en —, round, around.
 total, *adj.*, total.
 trabajar, to work.
 trabajo, *m.*, work, labor; trouble, hardship; pasar muchos —s, to have troubles.
 traer (330), to bring.
 traigo, trajeron, *see traer*.
 tranquilamente, *adv.*, quietly, peacefully.

tranquilo, -a, *adj.*, calm.
 transferir (314, a), to transfer.
 tranvía, *m.*, street-car.
 tratar, to treat; try.
 través, *m.*, inclination; a —, across.
 trece, *num. adj.*, thirteen.
 treinta, *num. adj.*, thirty.
 treintavo, *m.*, thirtieth part.
 tren, *m.*, train.
 tres, *num. adj.*, three.
 trescientos, -as, *num. adj.*, three hundred.
 triste, *adj.*, sad, sorrowful.
 tropezar (303, 4), to stumble.
 tú, *pers. pron.*, you.
 tu, *poss. adj.*, your.
 tunante, *m.*, rascal, rogue.
 Turquía, *f.*, Turkey.
 tus, *pl. of tu, poss. adj.*
 tuviese, tuvimos, tuvo, *see tener*.
 tuyo, -a, *poss. adj.*, your.
 tuyo (el), la —a, *poss. pron.*, yours.

U

u (before o), *conj.*, or.
 ufano, -a, *adj.*, self-satisfied.
 último, -a, *adj.*, last, latest; por —, finally.
 un, una, *see uno*.
 undécimo, -a, *num. adj.*, eleventh.
 unidad, *f.*, unity; — tipo, unit.
 unido, -a, *adj.*, united; los Estados Unidos, the United States.
 uniforme, *adj.*, uniform.
 uno, -a, *indef. art.*, a, an; *num. adj.* or *indef. pron.*, one; —s, *indef. pron.*, some, a few.
 usar, to make use of; —se, to be used.
 uso, *m.*, use; custom, practice.

usted, *pers. pron.*, you.
 utilidad, *f.*, use, profit; ser de —, to be useful.
 uva, *f.*, grape.

V

va, *pres. ind. of ir*.
 vacación, *f.*, vacation.
 vacante, *adj.*, vacant.
 vacío, -a, *adj.*, empty.
 valer (331), to be worth; — la pena, to be worth while; valga lo que valiera, let it be worth what it may; —se de, to avail one's self of, profit by.
 valga, valiera, *see valer*.
 valor, *m.*, value.
 Valparaíso, the capital of Chili.
 ¡vamos! *interj.*, well, come! come!
 vano, -a, *adj.*, vain; en —, in vain.
 vapor, *m.*, steamship, steamer.
 vario, -a, *adj.*, various; —s, some.
 vaso, *m.*, glass.
 vaya, *pres. subj. of ir*.
 Vd., Vds. = usted, ustedes, you.
 ve, vean, *see ver*.
 vé, *imper. of ir*.
 veces, *pl. of vez*.
 vecino, *m.*, neighbor.
 veinte, *num. adj.*, twenty.
 veinticuatro, *num. adj.*, twenty-four.
 veinticuatroavo, *m.*, twenty-fourth part.
 veintinueve, *num. adj.*, twenty-nine.
 veintiocho, *num. adj.*, twenty-eight.
 veintiún, *num. adj.*, twenty-one.
 vejez, *f.*, old age.
 vela, *f.*, sail; buque de —, sailboat, sailing vessel.

ven, *imper. of venir*.
vencer (304, 1), to conquer, overcome.
vender, to sell; —**se**, to be sold.
Venezuela, Venezuela (Little Venice), a South American republic.
vengarse (303, 2), to avenge one's self.
venir (339), to come; —**se**, to come.
venta, *f.*, sale, selling.
ventaja, *f.*, advantage.
ventajoso, —**a**, advantageous, profitable.
ventana, *f.*, window.
ventanilla, *f.*, (car) window.
vente, *imper. of venirse*.
ver (332), to see.
Vera Cruz, a seaport in Mexico.
verano, *m.*, summer.
verbo, *m.*, verb.
verdad, *f.*, truth; **es** —, it is true.
verdaderamente, *adv.*, truly, really.
verdadero, —**a**, *adj.*, true, real.
vergüenza, *f.*, shame; **tener** —, to be ashamed.
vestidito, *m.*, little dress, little suit.
vestido, *m.*, dress, suit.
vez, *f.*, time; **otra** —, again; **rara** —, seldom; **una** —, once; **dos veces**, twice; **de — en cuando**, from time to time.
viajante, *m.*, traveller; — **de comercio**, commercial traveller.
viajar, to travel.
viaje, *m.*, trip, journey, travel.
viajero; **empleado** —, travelling agent.
Victoria, Victoria.
vida, *f.*, life.
vieja, *f.*, old woman.
viejo, —**a**, *adj.*, old.
viejo, *m.*, old man; —**s**, old people.

viento, *m.*, wind.
viernes, *m.*, Friday.
vinieron, **vino**, *see venir*.
vino, *m.*, wine.
vió, *past abs. of ver*.
virrey, *m.*, viceroy.
visitar, to visit; —**se**, to visit each other.
vista, *f.*, sight, view; **en — de**, in view of; **en — de que**, in view of (the fact) that; **hasta la —**, till we meet again; — **de aduana**, *m.*, custom-house inspector.
visto, —**a**, *past part. of ver*.
viudo, *m.*, widower.
vivienda, *f.*, dwelling house.
vivir, to live.
vivo, —**a**, *adj.*, alive.
vocabulario, *m.*, vocabulary.
volar (311, b), to fly.
volumen, *m.*, volume.
volver (313), to come back, return; — **a** (*infinitive*), to . . . again; **vuelve a hablar**, he speaks again; —**se**, to return; to turn.
vosotros, —**as**, *pers. pron.*, you.
voto, *m.*, vote, suffrage.
vuelta, *f.*, turn; **a la —**, on your return.
vuelva, **vuelve**, **vuelvo**, *see volver*.
vuestro, —**a**, *poss. adj.*, your.
vuestro (el), **la —a**, *poss. pron.*, yours.

Y

y, *conj.*, and.
ya, *adv.*, already, now.
yo, *pron.*, I.

Z

zapato, *m.*, shoe.

ENGLISH-SPANISH VOCABULARY

A

a, an, un(o), -a; \$100 a month, **cien pesos al mes**; *omitted in a hundred, such a, a certain . . . , another, what a! before predicates of ser; before ordinal numbers preceded by proper nouns.*

ability, **habilidad, f.**

able, **capaz**; to be —, **poder (324).**

about; to be — to, **ir (336) a.**

abroad, (*motion*) **al extranjero**; (*rest*) **en el extranjero**; from —, **del extranjero.**

absolutely, **absolutamente.**

accept, *tr.*, **aceptar.**

acceptance, **aceptación, f.**

account, **cuenta, f.**

accustom, *tr.*, **acostumbrar (a)**; — one's self, **acostumbrarse (a).**

acknowledge, *tr.*, **reconocer (308).**

acquainted; to be — with, **conocer (308).**

acquire, *tr.*, **adquirir (314, note).**

acre, **acre, m.**

across, **a través de.**

add, *tr.*, **añadir.**

address, *tr.*, **dirigir (304, 2) (a)**; — (= *apply or speak to*), **dirigirse (a).**

admirably, **admirablemente.**

admission or admission ticket, **entrada, f.**; **billete (m.) de entrada.**

advance; in —, **de antemano**; to

thank in —, **anticipar las gracias a.**

advertisement, **anuncio, m.**

advise, *tr.*, **aconsejar.**

affair, **asunto, m.**; **negocio, m.**

afraid; to be —, **temer, tener (329) miedo.**

after, *adv.*, **después**; *prep.*, **después de**; *conj.*, **después que.**

afternoon, **tarde, f.**; good —, **buenas tardes**; — newspaper, **periódico (m.) de la tarde.**

afterwards, **después.**

again, **otra vez**; to do —, **hacer (323) otra vez or volver (313) a hacer**; he wrote —, **él escribió otra vez or él volvió a escribir.**

against, **contra**; to stumble —, **tropezar (303, 4) con.**

age, **edad, f.**; old —, **vejez, f.**

ago; a few days —, **hace (hacía) unos pocos días.**

agreeable, **agradable.**

alight, *intr.*, **bajar.**

alive, **vivo, -a.**

all, **todo, -a.**

all (= *everything*), **todo**; — that (which), **todo lo que.**

allow, *tr.*, **permitir, dejar.**

almost, **casi.**

alone, **solo, -a.**

already, **ya.**

also, **también.**

although, **aunque.**

always, siempre.
 America, América, *f.*; South —, Sud or Sur América or América del Sud or Sur.
 American, americano, *-a*.
 amount, *intr.*, ascender.
 amusement, diversión, *f.*
 amuse one's self, divertirse (314, a).
 an, *see a*.
 and, y; before i or hi, e.
 animal, animal, *m*.
 announce, *tr.*, anunciar.
 annual, anual.
 another, otro, *-a*; — one, otro, *-a*.
 answer, respuesta, *f.*
 answer, *tr.*, contestar, responder, replicar (303, 1).
 anxious, ansioso, *-a (de)*.
 any, algún, alguno, *-a*; not —, ningún, ninguno, *-a*.
 anybody, alguien; not —, nadie.
 anything, algo; — else, cualquiera otra cosa; not —, nada; not — but, nada sino.
 applaud, *tr.*, aplaudir.
 apple, manzana, *f.*
 apply, *intr.*, dirigirse (304, 2).
 approach, *intr.*, acercarse (303, 1) a (+*noun*).
 arrive, *intr.*, llegar (303, 2).
 artist, artista, *m. or f.*
 as, como; — . . . —, tan . . . como; — much . . . —, tanto (*-a*) . . . como; — many . . . —, tantos (*-as*) . . . como.
 ascertain, *tr.*, averiguar (303, 3).
 ashes, cenizas, *f. pl.*
 ask, *tr.*, (*information*) preguntar; (= to beg) rogar (311, b; 303, 2); — for, pedir (315, a); — questions, hacer (323) preguntas.

astrologer, astrólogo, *m*.
 at, a, en; — home, en casa; — last, al fin; — Perez', en la tienda de Pérez; — once, en seguida, inmediatamente; — the theatre, en el teatro.
 attack, *tr.*, atacar (303, 1).
 attention, atención, *f.*; to pay no — to, no hacer (323) caso a.
 attentively, atentamente, con atención.
 audience, público, *m*.
 aunt, tía, *f.*; uncle and —, tíos (*m. pl.*).
 avail one's self of, valerse (331) de.
 avenge one's self, vengarse (303, 2).
 avoid, *tr.*, evitar.
 await, *tr.*, esperar, aguardar.
 awake, *intr.*, despertarse (311, a).
 away, *see take*.

B

back, dorso, *m.*; on the — (of a bill of exchange), al dorso.
 back, *adv.*; *see go, come*.
 bad, mal(o), *-a*.
 badly, mal.
 baggage, equipaje, *m.*; — office, despacho (*m.*) de equipajes.
 balance, *tr.*, hacer (323) el balance de.
 bank, banco, *m*.
 Barcelona, Barcelona.
 bargain, *intr.*, regatear.
 baritone, barítono, *m*.
 barn, granero, *m*.
 bass, bajo, *m*.
 bath, baño, *m.*; — room, cuarto (*m.*) de baño.
 be, *intr.*, (*auxiliary*) ser (328); estar (319); there is, there are,

- hay**; here is, here are, **aquí hay**; it is a long time since, **hay mucho tiempo que**; see acquainted, afraid, cold, hungry, old, sleepy, right, worth, wrong.
 beach, **playa, f.**
 beautiful, **hermoso, -a; bello, -a.**
 because, **porque.**
 become, *intr.*, (*before noun*) **hacerse** (323); **llegar** (303, 2) **a ser**; **meterse a**; (*before adjective*) **ponerse** (325).
 bed, **cama, f.**; to go to —, **acostarse** (311, b).
 bedclothes, **sábanas, f. pl.**
 bedroom, **alcoba, f.**
 beer, **cerveza, f.**
 before, (*place*) **delante de**; (*time*) **antes de**; the night —, **la noche anterior.**
 beforehand, **de antemano.**
 beg, *tr.*, **rogar** (311, b; 303, 2), **suplicar** (303, 1).
 begin, *tr.*, **empezar** (311, a; 303, 4) (a).
 beginning, **principio, m.**
 behave, *intr.*, **portarse.**
 behavior, **conducta, f.**; **manera (f.) de vivir.**
 believe, *tr.*, **creer** (306), **pensar** (311, a); he —d, **creyó.**
 bench, **banco, m.**
 benefit, **beneficio, m.**; favor, **m.**
 best, **el mejor.**
 better, **mejor.**
 between, **entre.**
 big, **gran(de)**; a — man, **un hombre grande, un hombrón.**
 bill, **cuenta, f.**; — of exchange, **letra (f.) de cambio, libranza, f.**
 bird, **pájaro, m.**
- blind, **ciego, -a.**
 blind; — man or person, **ciego, m.**
 blue, **azul.**
 boat, **buque, m.**; vapor, **m.**; sail—, **buque (m.) de vela.**
 book, **libro, m.**
 bookkeeper, **tenedor (m.) de libros.**
 borrow, *tr.*, **tomar prestado** (a).
 bottom, **pie, m.**
 box office, **taquilla, f.**
 boy, **muchacho, m.**; niño; the — and girls, **los muchachos.**
 breakfast, **desayuno, m.**
 breakfast, *intr.*, **desayunarse.**
 bright, **inteligente.**
 bring, *tr.*, **traer** (330).
 brother, **hermano, m.**; little —, **hermanito, m.**; the —s and sisters, **los hermanos.**
 build, *tr.*, **construir** (315, d).
 building, **edificio, m.**
 burial, **entierro, m.**
 burn, *tr.*, **quemar.**
 bury, *tr.*, **enterrar** (311, a).
 business, **negocios, m. pl.**; — dealings, **negocios, m. pl.**; — house, **casa de comercio.**
 but, **pero, mas, sino**; no . . . —, **no más . . . que.**
 butcher, **carnicero, m.**
 buy, *tr.*, **comprar** (a).
 by, **por**; (*after passive verbs if action is not physical*) **de**; omitted before present participles; see good-bye.

C

- cabin, **camarote, m.**; a first-class —, **camarote (m.) de primera clase.**
 call, *tr.*, **llamar**; to — one's self or be —ed, **llamarse.**

- can, *intr.*, poder (324) (=to know how) saber (327).
- cane, bastón, *m.*; sugar —, caña (*f.*) de azúcar.
- car, coche, *m.*; parlor —, coche (*m.*) salón; sleeping —, coche (*m.*) cama; smoking —, coche (*m.*) de fumar; street —, tranvía, *m.*
- care, cuidado, *m.*; cargo, *m.*; to take — of, cuidar; to take such good — that, cuidar tan bien que.
- career, *f.*, carrera.
- carry, *tr.*, llevar; to — into, llevar a.
- cart, carro, *m.*
- case, caso, *m.*
- cash, efectivo, *m.*; metálico, *m.*; to pay —, pagar (303, 2) en efectivo, en metálico.
- cashbook, libro (*m.*) de caja.
- cashier, cajero, *m.*
- catch, *tr.*, coger (304, 2).
- cattle, ganado, *m.*
- certain, cierto, —a; a — sum, cierta suma.
- chair, silla, *f.*
- chance, ocasión, *f.*; oportunidad, *f.*
- change, *tr.*, cambiar; to — cars, cambiar de coche or de tren.
- charge, cargo, *m.*; to take — of, hacerse (323) cargo de.
- charitable, caritativo, —a.
- cheap, barato, —a.
- check, talón, *m.*
- check, *tr.*, facturar.
- cheese, queso, *m.*
- chicken coop, gallinero, *m.*
- child, niño, —a, *m.* and *f.*; hijo, —a, *m.* and *f.*; little —, niño, —a, *m.* and *f.*; children, niños, hijos.
- choose, *tr.*, escoger (304, 2); elegir (315, b).
- city, ciudad, *f.*
- class, clase, *f.*; first-class cabin, camarote (*m.*) de primera clase.
- classroom, sala (*f.*) de clase.
- clerk, dependiente, *m.*; empleado, *m.*
- clever, grande.
- close, *tr.*, cerrar (311, a).
- cloth, paño, *m.*; — dress, vestido (*m.*) de paño.
- clothes, ropa, *f.*; bed —, sábanas, *f. pl.*
- clothing, ropa, *f.*
- cloudy, nublado, —a.
- Co. (=company), Cía (=compañía, *f.*).
- coffee, café, *m.*
- cold, frío, —a; to be — (*people*), tener (329) frío; to be — (*weather*), hacer (323) frío.
- collar, cuello, *m.*
- collect, *tr.*, cobrar.
- Colombia, Colombia, *f.*
- color, color, *m.*
- column, columna, *f.*
- combined, junto, —a.
- come, *intr.*, venir (339); to — back, volver (313).
- comedy, comedia, *f.*
- commerce, comercio, *m.*
- commercial, comercial; — house, casa (*f.*) de comercio; — traveler, viajante (*m.*) de comercio.
- company, compañía, *f.*
- compare, *tr.*, comparar.
- condition, condición, *f.*; estado, *m.*
- conductor, conductor, *m.*
- confer, *tr.*, hacer (323).
- confess, *tr.*, confesar (311, a).

congratulate, *tr.*, dar (318) la en-
horabuena a.

conquer, *tr.*, vencer (304, 1).

consist of, consistir en.

continent, continente, *m.*

continue, *tr.*, seguir (315, b).

converse, *intr.*, conversar.

convert, *tr.*, convertir (314, a); to
be —ed, convertirse.

convince, *tr.*, persuadir, convencer
(304, 1).

cordially; I remain most — yours,
quedo de Vd. S.S. y amigo.

correspondence, correspondencia, *f.*

correspondent, corresponsal, *m.*

cost, *tr.*, costar (311, b).

count, *tr.*, contar (311, b).

country, país, *m.*; (*opposed to city*)
campo, *m.*

course; of —, por supuesto; desde
luego.

court, corte, *f.*

courtier, cortesano, *m.*

cousin, primo, —a, *m. and f.*

cover one's self, taparse.

credit, crédito, *m.*

creditor, acreedor, *m.*

crop, cosecha, *f.*

cross, *tr.*, cruzar (303, 4).

cunning, astucia, *f.*

curtain, telón, *m.*

custom-house, aduana, *f.*

customer, cliente, *m. and f.*

D

dare, *intr.*, atreverse (a).

dark, obscuro, —a.

date, fecha, *f.*

daughter, hija, *f.*

day, día, *m.*

dead, muerto, —a.

deal; a great —, mucho.

deal *tr.*, disparar, dar (318).

dealer, comerciante, *m.*

dealings or business —, negocios,
m. pl.

dear, querido, —a.

death, muerte, *f.*; — notice, falleci-
miento, *m.*; to put to —, dar
(318) muerte a.

debt, deuda, *f.*

debtor, deudor, *m.*

deceive, *tr.*, engañar.

decide, *tr.*, decidir.

deck, cubierta, *f.*; on —, sobre cu-
bierta.

declaration, declaración, *f.*

deliver, *tr.*, entregar (303, 2).

deny, *tr.*, negar (311, a; 303, 2).

depart, *intr.*, partir.

departure, salida, *f.*

deserve, *tr.*, merecer (308).

despair, *intr.*, desesperarse.

dessert, postre, *m.*

dictate, *tr.*, dictar.

die, *intr.*, morir (314, b).

different, diferente.

difficult, difícil.

diligent, aplicado, —a.

dine, cenar.

dining room, comedor, *m.*; — table,
mesa (*f.*) de comer.

diploma, diploma, *m.*; título, *m.*

direction, dirección, *f.*

disbursement, salida, *f.*

discount, *tr.*, descontar (311, b).

disease, mal, *m.*

dislike, repugnancia, *f.*; aversión, *f.*

display, *tr.*, mostrar (311, b); lucir
(308).

diversion, diversión, *f.*

do, *tr.*, hacer (323); (*when auxil-*

iary) omitted; to — wrong, *hacer* (323) *mal*; how — you do? *¿cómo está* Vd.?

doctor, *médico*, *m.*

document, *documento*, *m.*

dog, *perro*, *m.*

doll, *muffeca*, *f.*; little —, *muffequita*, *f.*

dollar, *dólar*, *m.*; peso, *m.*; duro, *m.*

donkey, *burro*, *m.*

double, *doble*.

doubt, *duda*, *f.*; to have —, *tener* (329) *duda* *a*; there be no —, no *caber* (320) *duda*; I have no —, no *tengo duda* *or* no *me cabe duda*.

doubt, *intr.*, *dudar*; to — whether, *dudar que*.

down, *abajo*; *see go and put*.

draft, *letra* (*f.*) *de cambio*; *libranza*, *f.*

drama, *drama*, *m.*

dramatic, *dramático*, *-a*.

draw, *tr.*, *sacar* (303, 1); to — a bill of exchange on me, *girar una letra de cambio a mi cargo*.

drawee, *librado*, *m.*

drawer (of a bill of exchange), *librador*, *m.*

dress, *vestido*, *m.*; small —, *vestidito*, *m.*

dress, *intr.*, *poner* (325) *la ropa*.

drink, *tr.*, *beber*.

due, *debido*, *-a*.

during, *durante* (*en*).

dwelling house, *vivienda*, *f.*

E

each, *adj.*, *cada*; *pron.*, *cada uno*; — one, *cada uno*; — other, *uno a otro*, *el uno al otro*.

early, *temprano*.

earn, *tr.*, *ganar*.

east, *este*, *m.*; oriente, *m.*

easily, *fácilmente*.

easy, *fácil*.

eat, *tr.*, *comer*.

edition, *edición*, *f.*

editor, *redactor*, *m.*; director, *m.*

editorial, *artículo* (*m.*) *de fondo*.

educate, *tr.*, *educar* (303, 1); to be —d, *educarse*.

eight, *ocho*; it is 8.30, *son las ocho y media*.

eighteen, *diez y ocho* *or* *dieciocho*.

eighty, *ochenta*.

either, *tampoco*.

elder (brother), *mayor*.

elegant, *elegante*.

eleven, *once*.

eleventh, *undécimo*, *-a*; *see* § 117, *b*.

embark, *intr.*, *embarcarse* (303, 1).

employment, *empleo*, *m.*; to have no —, *estar* (319) *cesante*.

end, *fin*, *m.*

end, *tr.*, *acabar*, *terminar*.

endeavor, *intr.*, *tratar* (*de*).

endorse, *tr.*, *endosar*.

endorser, *endosante*, *m.*

enemy, *enemigo*, *m.*

engineer, *ingeniero*, *m.*

English, *adj.*, *inglés*, *-a*.

English, *n.*, *inglés*, *m.*

enjoy one's self, *divertirse* (314, *a*).

enter, *tr.*, *entrar* (*en*).

escape, *intr.*, *escaparse*.

especially, *especialmente*.

esteemed, *estimado*, *-a*.

evening, *noche*, *f.*; good —, *buenas noches*; in the —, *de noche*.

every, *todos*, *-as*; — day, *todos los días*.

everybody, *todo el mundo*.
 everything, *todo*.
 exact, *exacto*, -a.
 exaggerate, *tr.*, *exagerar*.
 example, *ejemplo*, *m*.
 excess, *exceso*, *m*.
 exchange, *cambio*, *m*.; bill of —
letra (f.) de cambio, *libranza*, *f*.
 exclaim, *intr.*, *exclamar*.
 exercise, *ejercicio*, *m*.
 exist, *intr.*, *existir*.
 expect, *tr.*, *esperar*.
 expense, *gasto*, *m*.
 expensive, *caro*, -a; *costoso*, -a.
 explain, *tr.*, *explicar* (303, 1).
 express, *expreso*, -a.
 extend, *tr.*, *extender* (311, c).
 extremely, *sumamente*.

F

fable, *fábula*, *f*.
 face, *frente*, *m*.; on the —, *al frente*.
 factory, *factoría*, *f*.
 faithful, *seguro*, -a.
 fall, *intr.*, *caer* (321).
 family, *familia*, *f*.
 famous, *famoso*, -a; *célebre*.
 far away, *lejos*.
 farm, *hacienda*, *f*.; on a —, *en una hacienda*.
 farmer, *labrador*, *m*.
 farming implements, *aperos (m. pl.) de labranza*.
 fast, *aprisa*.
 fate, *destino*, *m*.; *suerte*, *f*.
 father, *padre*, *m*.
 favor, *favor*, *m*.
 fear, *miedo*, *m*.; *temor*, *m*.; to have no —, *no tener* (329) *cuidado*.
 fear, *tr.*, *temer*.

feel, *tr.*, *sentir* (314, a); to — like, *tener* (329) *ganas de*.
 fertilize, *tr.*, *fertilizar* (303, 4), *abonar*.
 few; *pocos*, -as; a —, *unos*, -as; *unos (-as) pocos (-as)*.
 fewer, *menos*.
 field, *campo*, *m*.
 fifteen, *quince*.
 fifty, *cincuenta*; — two, *cincuenta y dos*; the — second part, *un cincuenta y dosavo*.
 find, *tr.*, *hallar*.
 fine, *fino*, -a.
 finish, *tr.*, *terminar*.
 first, *adj.*, *primero*, -a.
 first, *adv.*, *primero*.
 fish, *pescado*, *m*.
 five, *cinco*.
 fix, *tr.*, *fijar*.
 fixed, *fijo*, -a; *fijado*, -a.
 flee, *intr.*, *huir* (315, d).
 floor, *piso*, *m*.
 flower, *flor*, *f*.
 fly, *mosca*, *f*.
 fly, *intr.*, *volar*.
 follow, *tr.*, *seguir* (315, b).
 following, *siguiente*.
 folly, *locura*, *f*.
 fool, *bobo*, *m*.
 foot, *pie*, *m*.; (*animal*) *pata*, *f*.; on —, *a pie*.
 for, *prep.*, (*reason, for the sake of, manner, during, in exchange for*) *por*; (*purpose, use, in order to*) *para*; *conj.* (= *because*) *pues*; see ask, look.
 forget, *tr.*, *olvidarse de*.
 former; the —, *aquél*, -la, -los, -las.
 fortnight, *quincena*, *f*.; quince días.

found; "lost and —," *pérdidas y hallazgos*.

four, *cuatro*.

fox, *zorro, m.*

France, *Francia, f.*

French, *adj.*, francés, *-esa*.

French, *n.*, francés, *m.*

friend, *amigo, -a, m. and f.*

friendship, *amistad, f.*

frightful, *terrible*.

from, *de*; to borrow —, *tomar prestado a*; to buy —, *comprar a*.

fruit, *fruta, f.*

fulfil, *tr.*, *cumplir*.

funeral, *funerales, m. pl.*

furniture; (piece of) —, *mueble, m.*;

—, *muebles, m. pl.*

future, *porvenir, m.*

G

gain, *tr.*, *ganar*; to be —ed, *conseguirse* (315, *b*).

García, *a proper name*.

garden, *jardín, m.*; little —, *jardincito, m.*

gather, *tr.*, *reunir*.

Gazette, *Gaceta, f.*

generally, *generalmente*.

generous, *generoso, -a*.

gentleman, *caballero, m.*; señor, *m.*

German, *alemán, -ana*.

get, *tr.*, (= *obtain*) *sacar* (303, *r*); (*receive*) *recibir*; — off, *bajar (de)*; — up, *levantarse*.

girl, *muchacha, f.*; *nifia, f.*; little —, *muchachita, f.*; *nifita, f.*

give, *tr.*, *dar* (318); (*a play*) *representar*; to — up, *dejar*; to — youth again to, *remozar*

(303, *4*); to be given, *darse* (318).

glad, *contento, -a*; to be —, *alegrarse*; to be very —, *alegrarse mucho*.

gladly, *con gusto*; *gustoso, -a*.

glass, *vaso, m.*

glove, *guante, m.*

go, *intr.*, *ir* (336), *irse*; *andar* (317); to — away, *irse* (336), *alejarse*; to — back, *volver*, (313); to — down, *bajar*; to — out, *salir* (338); to — to bed, *acostarse* (311, *b*); to — to sleep, *dormirse* (314, *b*); to — up (*curtain*), *subir*; to let —, *disparar*; *soltar*.

God, *Dios, m.*; thank —, *gracias a Dios*.

Gómez, *a proper name*.

González, *a proper name*.

good, *adj.*, *bueno, -a*.

good, *n.*, *bien, m.*

good-bye! *¡adiós!*

good-luck! *¡abur!*

goods, *mercancías, f. pl.*

Gounod, *Gounod (a French composer)*.

Graphic, *Gráfico, m.*

grandfather, *abuelo, m.*; the — and the grandmother, *los abuelos*.

grandmother, *abuela, f.*

grape, *uva, f.*

great, *grande*; a — deal, *mucho*; a — man, *un gran hombre*.

grieve, *tr.*, *dar* (318) *lastima or pena a*.

guess, *tr.*, *adivinar*.

guide, *tr.*, *guiar*; to — one's self, *guiarse*.

H

half, *adj.*, medio, -a; it is 8.30, son las ocho y media.

half, *n.*, mitad, *f.*

hand, mano, *f.*; in their —s, en la mano.

hang, *tr.*, ahorcar (303, 1); to — one's self, ahorcarse.

happen, *intr.*, acontecer (308), suceder.

happy, feliz.

harbor, bahía, *f.*

hard, *adj.*, difícil.

hard, *adv.*, mucho; very —, mucho, muchísimo.

hardly, apenas.

harvest, cosecha, *f.*

hat, sombrero, *m.*; large —, sombrero grande, *m.*; small —, sombrero chico, *m.*

have, *tr.*, tener (329); haber (*auxiliary*) (322); to — to, tener que; haber (*impersonal*) que; to — just, acabar de; he has just sold, acaba de vender; to — no fear, no tener (329) cuidado; to — some one buried, hacer (323) enterrar a alguien; to — supper, cenar.

hay, heno, *m.*

he, él; — who, el que.

head, cabeza, *f.*; (*of a commercial house*) principal, *m.*; large —, cabeza, *f.*

hear, *tr.*, oír (337).

hearing, oído, *m.*

heart, corazón, *m.*; — disease, mal del corazón.

hen, gallina, *f.*

Henry, Enrique.

her, *poss. adj.*, su, -s; suyo, -a, -os, -as; su or el . . . de ella.

her, *pers. pron.*, ella, la, le, se.

Herald, Herald, *m.*

here, aquí (*rest*); acá (*motion*); — is, — are, aquí hay.

hers, el suyo, la —a, los —os, las —as; el or la de ella.

herself, ella misma; sí misma; se.

hide, *tr.*, esconder.

high, alto, -a; —er and —er, más y más.

him, él, le, lo, se.

himself, el mismo; sí mismo; se.

his, *poss. adj.*, su, -s; suyo, -a, -os, -as; su or el . . . de él.

his, *poss. pron.*, el suyo, la —a, los —os, las —as; él or la de él; what is —, lo suyo.

hold, bodega, *f.*

holder, tenedor, *m.*

homage, homenaje, *m.*; to pay —, rendir (315, a) homenaje.

home, casa, *f.*; — (*adv.*) a casa; at —, en casa; — news, noticias (*f. pl.*) interiores or del interior.

hope, *tr.*, esperar.

horse, caballo, *m.*; small or little —, caballito, *m.*

hotel, hotel, *m.*

hour, hora, *f.*

house, casa, *f.*; little or small —, casita, *f.*; shoe —, casa (*f.*) de zapatos.

how, como; to know —, saber (327); —? ¿cómo? — (+*adj.*)! ¡qué! — much? ¿cuánto? ¿—a?

however (+*adj.* or *adv.*), por . . . que.

hundred; one or a —, cien(to).

hundred, *n.*, centenar, *m.*

hungry; to be —, **tener** (329) **hambre**; to be very —, **tener** (329) **mucho hambre**.
 husband, **esposo**, *m.*

I

I, *yo*.
 ice-cream, **helado**, *m.*
 if, **si**.
 ill, **enfermo**, *-a*.
 illustrated, **ilustrado**, *-a*.
 imagine, *intr.*, **imaginarse**, **hacerse** (323) **cargo**.
 immediately, **inmediatamente**; **en seguida**.
 implement; farming —s, **aperos** (*m. pl.*) **de labranza**.
 important, **importante**.
 impossible, **imposible**.
 impostor, **embustero**, *m.*
 in, **en**; (*after superlative*) **de**; — short, **en fin**; — their own way, **a su manera**; to show —, **hacer** (323) **entrar**.
 inclose, *tr.*, **incluir** (315, *d*).
 indicate, *tr.*, **indicar** (303, *r*).
 indulge (*intr.*) in, **andar** (317) **en**.
 inform, *tr.*, **informar**, **dar** (318) **a saber**; to — one's self, **informarse**.
 information, **informe**, *m.*; to get good —, **informarse**, or **enterarse bien**.
 ink, **tinta**, *f.*
 inspector, **vista**, *m.*
 instead of, **en lugar de**.
 intend, *intr.*, **pensar** (311, *a*).
 into, **en**.
 introduce one's self, **presentarse**.
 invite, *tr.*, **invitar**.

it, **él**, **ella**, **ello**, **lo**, **la**, **le**; *generally omitted when subject*.
 its, **su**, *-s*; **suyo**, *-a*, *-os*, *-as*.

J

James; **St.** —, **Santiago**.
Jane, **Juana**; little —, **Juanita**.
 jaw, **quijada**, *f.*
John, **Juan**.
Joseph, **José**.
 journal, **diario**, *m.*
 journey, **viaje**, *m.*
 judgment, **juicio**, *m.*
June, **junio**, *m.*
 just; to have —, **acabar de**; he has — sold, **acaba de vender**.

K

keep, *tr.*, **guardar**; (account) **llevar**; to — at home, **dejar en casa**; to — on, **seguir** (315, *b*).
 key, **llave**, *f.*
 kick, **coz**, *f.*
 kill, *tr.*, **matar**; to — one's self, **matarse**.
 kind, *adj.*, **bueno**, *-a*.
 kind, *n.*, **especie**, *f.*; **clase**, *f.*
 king, **rey**, *m.*
 kitchen, **cocina**, *f.*
 know, *tr.*, **saber** (327); (= *be acquainted with*) **conocer** (308); to — how, **saber** (327).
 knowledge, **saber**, *m.*; **instrucción**, *f.*

L

lady, **señora**, *f.*; young —, **señorita**
 lame, **cojo**, *-a*.
 lament, *intr.*, **lamentarse**.

language, lengua, *f.*; idioma, *m.*
 large, grande; see hat, head, man, woman.
 last, último, -a; postrer(o), -a; pasado, -a; — year, el año pasado; at —, al fin.
 late, tarde.
 lately, recientemente.
 later, después.
 latter; the —, éste, -a, -os, -as.
 laugh, *intr.*, refr (315, c); to — at, reírse (315, c) de.
 lazy, perezoso, -a.
 lead, *tr.*, conducir (334).
 learn, *tr.*, aprender (a).
 least, menor.
 leave, *tr.*, dejar; (*intr.* = depart) partir de, salir (338) de; — for, partir para.
 ledger, mayor, *m.*
 less, menos; the — . . . , the —, mientras (cuanto) menos . . . , menos.
 lesson, lección, *f.*
 let, *tr.*, dejar; (*with imperative force*) que (232); to — go, disparar; to — know, dar (318) a saber.
 letter, carta, *f.*
 lie (*intr.*) down, acostarse (311, b).
 life, vida, *f.*
 lift, *tr.*, alargar; to — one's foot, alargar (303, 2) la pata.
 light, claro, -a.
 like, *adv.*, como; to feel —, tener (329) ganas de.
 like, *tr.*, querer (326), gustar; I —, me gusta.
 limp, *intr.*, cojear.
 list, lista, *f.*
 listen (*intr.*) or — to, escuchar.
 little, pequeño, -a; see boy, caba-

llo, doll, dress, garden, girl, toy, etc.

live, *intr.*, vivir.

Liverpool, Liverpool.

long, *adj.*, largo, -a; a — time, mucho tiempo.

long, *adv.*, mucho; as — as, todo el tiempo que.

longer, *adj.*, más largo, -a.

longer, *adv.*, más tiempo.

look, *tr.*, mirar; to — at, mirar; to — for, buscar (303, 1); to — out upon, dar (318) a.

López, a proper name.

lose, *tr.*, perder (311, c).

lost; "— and found," pérdidas y hallazgos.

Louis, Luis.

Louisa, Luisa.

luck; good-luck, ¡aburi!

luggage, equipaje, *m.*

lunch (*intr.*) or have —, almorzar (311, b; 303, 4).

M

madam, señora, *f.*

Madrid, Madrid.

magnificent, magnífico, -a.

maid, criada, *f.*

make, *tr.*, hacer (323); to — younger, remozar (303, 4).

man, hombre, *m.*; large —, hombre grande, hombrón, *m.*; young —, joven, *m.*

many, muchos, -as; — people, mucha gente, muchas personas, muchos; as — . . . as, tantos (-as) . . . como; so — . . . as, tantos (-as) . . . como; too —, demasiado.

- map, mapa, *m.*
 mark, nota, *f.*
 mark, *tr.*, señalar.
 market or — place, mercado, *m.*
 marriage, casamiento, *m.*; — notice, casamiento, *m.*
 Mary, María.
 master, amo, *m.*
 may, *intr.*, poder (324).
 me, mí, me.
 meaning, significado, *m.*
 means; by — of, mediante.
 meat, carne, *f.*
 medicine, medicina, *f.*
 meet, *tr.*, encontrar; till we — again, ¡hasta la vista!
 member, miembro, *m.*
 memory, memoria, *f.*
 mercantile, mercantil; — house, casa de comercio.
 merchant, comerciante, *m.*; — vessel, buque (*m.*) mercante.
 Mexico, Méjico, *m.*
 military, militar.
 milk, leche, *f.*
 mine, el mío, la —a, los —os, las —as; what is —, lo mío.
 miscellaneous news, gacetillas, *f. pl.*
 misfortune, desgracia, *f.*; desventura, *f.*
 miss, *tr.*, perder (311, *c.*)
 mistake, error, *m.*
 moderate, módico, —a.
 modern, moderno, —a.
 money, dinero, *m.*
 Montevideo, Montevideo.
 month, mes, *m.*; a or per —, al mes.
 moon, luna, *f.*
 more, más; the — . . ., the —,
- mientras (cuanto) más . . ., más.
 morning, mañana, *f.*; good —, buenos días.
 most, el (la, los, las) más; — of, la mayor parte de.
 mother, madre, *f.*; grand—, abuela, *f.*
 mountain, montaña, *f.*
 mouth, boca, *f.*
 move, *intr.*, moverse (311, *d.*)
 Mr., el señor; (*before Christian name*) don.
 Mrs., la señora; (*before Christian name*) doña.
 much, mucho, —a; very —, mucho, muchísimo; as —, tanto, —a; how —? ¿cuánto, —a? so —, tanto, —a; too —, demasiado.
 must, *intr.*, deber; tener (329) que; haber (*impersonal*) que.
 my, mi, —s; mío, —a, —os, —as.
 myself, yo mismo, me.

N

- nail, clavo, *m.*
 name, nombre, *m.*; what is his —? ¿cómo se llama?
 Navarro, a proper name.
 near, cerca de.
 necessary, necesario, —a; preciso, —a; what is —, lo necesario.
 necktie, corbata, *f.*
 need, *tr.*, necesitar.
 neighbor, vecino, *m.*
 neither, ni.
 never, nunca, jamás.
 new, nuevo, —a.
 news, noticias, *f. pl.*; home —, noticias (*f. pl.*) interiores or del in-

terior; miscellaneous —, gacetillas, *f. pl.*
 newspaper, periódico, *m.*
 New York, Nueva York.
 next, próximo, —a; siguiente; — year, el año próximo, el año que viene; the — day, al día siguiente; the — morning, a la mañana siguiente.
 night, noche, *f.*; the — before, la noche anterior; good —, buenas noches.
 nine, nueve.
 no, *adj.*, ningun(o), —a; — : . . . but, no más . . . que, sino.
 no, *adv.*, no.
 nobody, nadie.
 noise, ruido, *m.*
 none, ninguno, —a.
 nonsense, necedad, *f.*
 noon, mediodía, *m.*
 nor, ni.
 north, norte, *m.*
 northeast, nordeste, *m.*
 northwest, noroeste, *m.*
 not, no; — any, ningun(o), —a.
 note; promissory —, pagaré, *m.*
 note, *tr.*, notar.
 nothing, nada; — but, no . . . sino.
 notice, noticia, *f.*; death —, fallecimiento, *m.*; marriage —, casamiento, *m.*
 notice, *tr.*, observar.
 November, noviembre, *m.*
 now, ahora.

O

obedient, obediente.
 obey, *tr.*, obedecer (308).
 oblige, *tr.*, obligar (303, 2) (a).

observe, *tr.*, observar.
 occasion, ocasión, *f.*; oportunidad, *f.*
 ocean, océano, *m.*; mar, *m.* and *f.*
 o'clock; one —, la una; eight —, las ocho.
 of, de; — course, por supuesto.
 offence, ofensa, *f.*
 offend, *tr.*, dar (318) ofensa a.
 offer, *tr.*, ofrecer (308).
 office, oficina, *f.*; despacho, *m.*; baggage —, despacho (*m.*) de equipajes; ticket — (*station*), despacho (*m.*) de billetes; ticket — (*theatre*), taquilla, *f.*
 often, a menudo.
 old, viejo, —a; antiguo, —a; elder or —er (brother), mayor; how — are you? ¿cuántos años tiene Vd.? I am ten years —, tengo diez años.
 on, sobre; en; a; omitted before dates; — entering, al entrar (*en*); seë back, face, farm, slip, time.
 once, una vez; at —, en seguida, inmediatamente, en el acto.
 one, *adj.*, un(o), —a; — hundred, cien(to).
 one, *pron.*, uno, se (184, note); the — with (*characteristic*), el de, la de; each —, cada; some —, alguien; that —, ése, —a; aquél, —la; this —, éste, —a.
 only, sólo, solamente, no . . . más que.
 one's self, sí, se.
 open, *tr.*, abrir (345).
 open, abierto, —a.
 opera, ópera, *f.*
 operation, operación, *f.*
 opinion, opinión, *f.*; concepto, *m.*

or, o; (*between figures*) ó; (*before o or ho*) u.
 orchestra, orquesta, *f.*; platea, *f.*; — seat, butaca (*f.*) de platea.
 order, *tr.*, ordenar, mandar.
 other, otro, —a; the —s, los otros, las otras, los (las) demás.
 ought, *intr.*, deber.
 our, nuestro, —a, —os, —as.
 ours, el nuestro, la —a, los —os, las —as; what is —, lo nuestro.
 ourselves, nosotros mismos, nos.
 out, fuera; *see go, look, sail, take.*
 over (=finished), terminado, —a.
 overcoat, abrigo, *m.*
 overcome, *tr.*, vencer (304, 1)
 overture, introducción, *f.*
 owe, *tr.*, deber.
 own, propio, —a.
 owner, propietario, *m.*

P

pace, paso, *m.*
 pack, *tr.*, hacer (323).
 pain, dolor, *m.*
 pair, par, *m.*
 page, página, *f.*
 paper, papel, *m.*; (=newspaper) periódico, *m.*; (=slip of —), cédula, *f.*
 parents, padres, *m. pl.*
 Paris, París.
 parlor, sala (*f.*) de recibo; — car, coche (*m.*) salón.
 part, parte, *f.*
 passenger, pasajero, *m.*
 patience, paciencia, *f.*
 patient; to be —, tener (329) paciencia.
 Paul, Pablo; little —, Pablito.

pay, *tr.*, pagar (303, 2); to — no attention, no hacer (323) caso a; to — homage, rendir (315, a) homenaje.
 payment, pago, *m.*
 pear, pera, *f.*
 pension, pensión, *f.*
 people, gente, *f.*; many —, mucha gente, muchas personas; muchos; young —, jóvenes, *m. pl.*
 Pérez, a proper name.
 perfectly, perfectamente.
 perform, *tr.*, representar.
 performance, función, *f.*
 person, persona, *f.*
 Peter, Pedro; little —, Pedrito.
 Philadelphia, Filadelfia.
 phrase, frase, *f.*
 piano, piano, *m.*
 piece, pieza, *f.*; — of furniture, mueble, *m.*
 pity, *tr.*, tener (329) lástima a.
 place, lugar, *m.*
 place, *tr.*, colocar (303, 1).
 platform (*station*), andén, *m.*
 play, drama, *m.*; obra (*f.*) dramática.
 play, *intr.*, jugar (311, note); *tr.*, (to — an instrument), tocar (303, 1).
 playhouse, teatro, *m.*
 pleasant, agradable.
 pleasure, gusto, *m.*; placer, *m.* (de).
 plough, *tr.*, labrar.
 pocket, bolsillo, *m.*
 pomp, pompa, *f.*
 poor, pobre.
 porter, mozo (*m.*) de estación.
 position, plaza, *f.*; destino, *m.*; empleo, *m.*

possible, posible.
 power, poder, *m.*
 praise, *tr.*, alabar.
 precaution, precaución, *f.*
 prefer, *tr.*, preferir (314, *a*); to —
 . . . rather than, preferir . . . *a.*
 prepare, *tr.*, preparar; to — one's
 self, be —d, prepararse.
 present, *tr.*, presentar.
 pretend, *intr.*, pretender.
 prevent, *tr.*, impedir (315, *a*).
 prey, presa, *f.*
 price, precio, *m.*
 principal, *adj.*, principal.
 principal, *n.*, director.
 prize, premio, *m.*
 probable, probable.
 promise, *tr.*, prometer.
 promissory note, pagaré, *m.*
 protest, *tr.*, protestar; to be —ed,
 ser protestado, —a; protestarse.
 public, público, *m.*
 pull (*tr.*) out, sacar (303, *1*).
 pupil, discípulo, —a, *m.* and *f.*;
 los —os, the pupils of both
 sexes.
 purchaser, comprador, *m.*
 purse, bolsillo, *m.*
 put, *tr.*, poner (325); to — down,
 poner (325); to — on one's hat,
 ponerse (325) el sombrero; — to
 death, dar (318) muerte *a.*

Q

quack, curandero, *m.*
 quality, calidad, *f.*
 quart, cuarto, *m.*
 question, pregunta, *f.*
 quickly, pronto.
 quiet, tranquilo, —a.

R

railroad, ferrocarril, *m.*; a — sta-
 tion, una estación de ferrocarril.
 rain, *intr.*, llover (311, *d*).
 raise, *tr.*, cultivar.
 raising, cultivo, *m.*
 rascal, bribón, *m.*; tunante, *m.*
 read, *tr.*, leer (306); to — to each
 other, leerse (306) uno a otro.
 reader, lector, *m.*
 real, verdadero, —a.
 reason, razón, *f.*
 receipt, recibo, *m.*; —s and dis-
 bursements, entradas y salidas,
f. pl.
 receive, *tr.*, recibir.
 red, rojo, —a.
 reform, *intr.*, corregirse (315, *a*).
 refuse, *tr.*, negar (311, *a*; 303, *2*).
 rejoice, *intr.*, alegrarse.
 relative, pariente, *m.*
 reliable, digno (—a) de confianza.
 remain, *intr.*, quedarse; permane-
 cer (308).
 remember, *tr.*, recordar (311, *b*);
 acordarse (311, *b*).
 render, *tr.*, rendir (315, *a*); to — a
 service, rendir (315, *a*) or hacer
 (323) un servicio.
 repeat, *tr.*, repetir (315, *a*).
 repent, *intr.*, arrepentirse (314, *a*).
 reply, *tr.*, replicar (303, *1*).
 represent, *tr.*, representar.
 rest, (*remainder*) resto, *m.*; (*repose*)
 descanso, *m.*
 rest, *intr.*, descansar.
 restaurant, fonda, *f.*
 retail; a — trade, negocios al por
 menor.
 return, *intr.*, volver (313); regre-

sar; (*tr.* = *pay back*) devolver (313).
 revolution, *revolución, f.*
 rich, *rico, -a.*
 Richard, *Ricardo.*
 right, *adj.*; to be —, *tener* (329) *razón.*
 right, *m., derecho.*
 rise, *intr., salir* (338).
 rising, *salida, f.*
 river, *río, m.*
 robber, *ladrón, m.*
 rock, *roca, f.*
 Rodriguez, *Rodríguez.*
 rogue, *bribón, m.; tunante, m.*
 room, *cuarto, m.*; small —, *cuartito, m.*; bath—, *cuarto (m.) de baño*; waiting —, *sala (f.) de descanso.*
 rooster, *gallo, m.*
 rope, *cordel, m.*
 royal, *real.*
 run, *intr., correr.*

S

safe, *adj., seguro, -a.*
 safe, *n., caja (f.) de hierro.*
 sail, *vela, f.*; —boat, *buque (m.) de vela.*
 sail (*intr.*) out, *salir* (338).
 sailing vessel, *buque (m.) de vela.*
 sailing, *salida, f.*
 saint, *san, santo, -a*; St. James, *Santiago*; St. Mary, *Santa María*; St. Paul, *San Pablo.*
 salary, *sueldo, m.*
 same, *mismo, -a.*
 sample, *muestra, f.*
 San Francisco, *San Francisco.*
 Saturday, *sábado, m.*
 save, *tr., guardar, reunir.*

say, *tr., decir* (335); that is to —, *es decir*; to — to one's self, *decirse* (335) *a sí mismo.*
 scenery, *paisaje, m.*
 school, *escuela, f.*; to go to —, *ir* (336) *a la escuela.*
 scold, *tr., reñir* (315, *a*).
 sea, *mar, m. and f.*
 seaport, *puerto (m.) de mar.*
 seat, *asiento, m.*; sitio, *m.*; orchestra —, *butaca (f.) de platea.*
 second, *segundo, -a.*
 see, *tr., ver* (332).
 seem, *intr., parecer* (308).
 seize, *coger* (304, 2); *robar.*
 seldom, *rara vez.*
 sell, *tr., vender.*
 semester, *semestre, m.*
 send, *tr., mandar, enviar.*
 servant, *criado, m.*; (*term of courtesy*) *servidor, m.*
 serve, *tr., servir* (315, *a*).
 service, *servicio, m.*
 set, *tr., poner* (325); *intr., (of celestial bodies) ponerse* (325); to — the table, *poner* (325) *la mesa*; to — a trap or a snare for, *tender* (311, *c*) *un lazo a.*
 seven, *siete.*
 seventeen, *diez y siete.*
 seventh, *séptimo, -a.*
 seventy, *setenta.*
 she, *ella.*
 shoe, *zapato, m.*; small —, *zapatito, m.*; — house, *casa (f.) de zapatos.*
 short, *corto, -a*; in —, *en fin.*
 should, *intr., (= must), deber.*
 show, *tr., mostrar* (311, *b*), *presentar, (= teach) enseñar*; to — in, *hacer* (323) *entrar.*

- sick, *enfermo*, -a; to become —, *ponerse* (325) *enfermo*, -a; *enfermarse*.
- sign, *tr.*, *firmar*.
- silk, *seda*, *f*.
- simple, *sencillo*, -a; to live a — life, *vivir sencillamente*.
- simply, *sencillamente*.
- since, *pues que*; it is a long time —, *hay mucho tiempo que*.
- sing, *tr.*, *cantar*.
- sir, *señor*, *m.*; *caballero*, *m*.
- sister, *hermana*, *f.*; little —, *hermanita*, *f*.
- six, *seis*.
- sixteen, *diez y seis*.
- sixty, *sesenta*.
- sleep, *sueño*, *m.*; to go to —, *dormirse* (314, *b*).
- sleep, *intr.*, *dormir* (314, *b*).
- sleeping car, *coche* (*m.*) *cama*.
- sleepy; to be —, *tener* (329) *sueño*; to be very —, *tener* (329) *mucho sueño*.
- slight, *ligero*, -a.
- slip of paper, *cédula*, *f.*; on a — —, *en una cédula*.
- slowly, *lentamente*, *despacio*.
- small, *pequeño*, -a; *see* doll, hat, house, etc.
- smoking car, *coche* (*m.*) *de fumar*.
- snare, *lazo*, *m*.
- snow, *intr.*, *nevar* (311, *a*).
- so, *tan*; — . . . as, *tan . . . como*; — much, *tanto*; — that, *para que*; (= *it*) *lo*; I think —, *creo que sí*.
- some, *adj.*, *algun(o)*, -a; — one, *alguien*.
- some, *pron.*, *algunos*, -as; *unos*, -as.
- somebody, *alguien*.
- something, *algo*.
- sometimes, *algunas veces*.
- son, *hijo*, *m*.
- song, *aria*, *f*.
- soon, *pronto*.
- soprano, *soprano*, *f*.
- sorcerer, *brujo*, *m*.
- sorrow, *dolor*, *m.*; *sentimiento*, *m*.
- sorry, *triste*; to be — for, *sentir* (314, *a*).
- soup, *sopa*, *f*.
- south, *sud* or *sur*, *m.*; — America, *América* (*f.*) *del Sud* or *Sud América* (*f.*).
- southeast, *sudeste*, *m*.
- southwest, *suroeste*, *m*.
- sow, *tr.*, *sembrar* (311, *a*).
- Spain, *España*, *f*.
- Spanish, *adj.*, *español*, -a.
- Spanish, *n.*, *español*, *m*.
- speak, *intr.*, *hablar*.
- speculator; ticket —, *revendedor*, *m*.
- spend, *tr.*, (*money*) *gastar*; (*time*) *pasar*.
- spot, *lugar*, *m*.
- square, *plaza*, *f.*; little —, *plazuela*, *f*.
- stable, *establo*, *m*.
- star, *estrella*, *f*.
- state, *estado*, *m*.
- station, *estación*, *f*.
- steal, *tr.*, *robar*.
- steamer or steamship, *vapor*, *m*.
- stenographer, *estenógrafo*, *m.*; *taquígrafo*, *m*.
- stick, *bastón*, *m*.
- still, *todavía*, *ya*, *aun*.
- stock, *surtido*, *m*.
- stop, *intr.*, *parar*.
- store, *tienda*, *f*.
- story, *pisos*, *m*.

strange, *extraño*, -a.
 stranger, *extranjero*, *m.*
 strawberry, *fresa*, *f.*
 street, *calle*, *f.*; —-car, *tranvía*, *m.*;
 on the —, *en la calle*.
 student, *estudiante*, *m.*
 study, *estudio*, *m.*
 study; *tr.*, *estudiar*.
 stumble (*intr.*) against, *tropezar*
 (303, 4), *con*.
 such or such a, *tal*; — (+ *adj.*),
 tan; — great, *tanto*, -a.
 suddenly, *de contado*; *de repente*.
 suffer, *intr.*, *padecer* (308).
 sugar, *azúcar*, *m.*; —cane, *caña* (*f.*)
 de azúcar.
 suited, *apropiado*, -a.
 sum, *suma*, *f.*
 summer, *verano*, *m.*
 sun, *sol*, *m.*
 Sunday, *domingo*, *m.*; on —, *el do-*
 mingo.
 sunrise, *salida* (*f.*) *de or del sol*.
 sunset, *puesta* (*f.*) *de or del sol*.
 supper; to have —, *cenar*.
 surgeon, *cirujano*, *m.*
 suspect, *tr.*, *sospechar*.

T

table, *mesa*, *f.*
 take, *tr.*, *tomar*; (=bring) *traer*
 (330); (=carry) *llevar*; (=lead)
 conducir (334); to — away or out,
 sacar (303, 1); to — from, *sacar*
 (303, 1) *de*; to — care, *cuidar*;
 to — such good care that, *cuidar*
 tan bien que; to — charge of or
 — upon one's self, *hacerse* (323)
 cargo de; to — the precaution,
 tener (329) *la precaución*; to —

off years from one's age, *quitarse*
 años; to be taken, *llevarse*.
 talk, *intr.*, *hablar*; to — to each
 other, *hablarse uno (-a) a otro*
 (-a).
 tall, *alto*, -a.
 teach, *tr.*, *enseñar*.
 teacher, *maestro*, -a, *m. and f.*
 tell, *tr.*, *decir* (335).
 ten, *diez*.
 tenor, *tenor*, *m.*
 terrible, *terrible*.
 terrify, *tr.*, *asustar*, *atemorizar*
 (303, 4).
 than, *que*; (+ *number*) *de*.
 thank, *tr.*, *dar* (318) *gracias a*; to
 — very much, *dar* (318) *muchas*
 gracias; to — in advance, *antici-*
 par las gracias a; — God! *¡gra-*
 cias a Dios!
 thanks, *gracias*, *f. pl.*
 that, *dem. adj.*, *ese*, -a; *aquel*, -la.
 that or — one, *dem. pron.*, *ése*, -a;
 eso; *aquél*, -la; — is or — is to
 say, *es decir*.
 that, *rel. pron.*, *que*, *el (la) cual*,
 los (las) cuales; *el (la, los, las)*
 que; all — (which), *todo lo que*,
 cuanto.
 that, *conj.*, *que*; so —, *para que*.
 the, *el, la, lo, los, las*.
 theatre, *teatro*, *m.*
 thee, *ti, te*.
 theft, *hurto*, *m.*
 their, *su, -s*; *suyo*, -a, -os, -as; *su*
 or el . . . de ellos (m.), ellas (f.).
 theirs, *el suyo, la —a, los —os, las*
 —as; *el or la de ellos, ellas*;
 what is —, *lo suyo*.
 them, *ellos, -as*; *los, las, les*;
 se.

themselves, ellos (-as) mismos (-as); sí mismos (-as); se.
 then, entonces; pues.
 there, (*motion*) allá, (*rest*) allí; — is, — are, hay.
 therefore, por consiguiente.
 these, *adj.*, estos, estas.
 these, *pron.*, éstos, éstas.
 they, ellos, ellas.
 thief, ladrón, *m.*
 thing, cosa, *f.*; the wittiest —, la agudeza más grande.
 think, *intr.*, pensar (311, *a*); creer (306); to — of, pensar (311, *a*) en; to — so, creer (306) que sí; to — not, creer (306) que no.
 third, tercer(o), -a.
 thirty, treinta.
 this, *adj.*, este, -a.
 this, *or* — one, *dem. pron.*, éste, -a; esto.
 those, *dem. adj.*, esos, -as; aquellos, -as.
 those, *dem. pron.*, ésos, -as; aquéllos, -as.
 thou, tú; usted.
 thousand, *adj.*; one —, mil.
 thousand, *n.*, mil, *m.*; millar, *m.*
 through, por.
 throw, *tr.*, arrojar; to — out of, arrojar por.
 thus, así.
 thy, tu, -s; tuyo, -a, -os, -as.
 thyself, tú mismo, ti mismo, te; usted mismo; se.
 ticket, billete, *m.*; (*boat*) pasaje, *m.*; admission —, entrada, *f.*; billete (*m.*) de entrada; — office, despacho (*m.*) de billetes; — speculator, revendedor, *m.*
 till, *prep.*, hasta; *conj.*, hasta que.

till, *tr.*, labrar.
 time, tiempo, *m.* (de); (= *o'clock*) hora; (*recurrence*) vez; what — is it? ¿qué hora es? on —, a tiempo.
 tip, propina, *f.*
 tired, cansado, -a.
 to, a, de, en, para, por (266); (= *in order to*) para; — Europe, en Europa.
 to-day, hoy.
 together, junto, -a.
 to-morrow, mañana.
 ton, tonelada, *f.*
 to-night, esta noche.
 too *or* — much *or* — many, demasiado.
 tool, herramienta, *f.*
 tooth, diente, *m.*
 top, cima, *f.*; the — floor, el último piso.
 total, total.
 toy, juguete, *m.*; little —, jugueteito, *m.*
 trade, negocio, *m.*
 train, tren, *m.*
 transfer, *tr.*, transferir (314, *a*).
 trap, lazo, *m.*
 travel, *intr.*, viajar.
 traveller, viajante, *m.*
 treasure, tesoro, *m.*
 treat, *intr.*, tratar.
 tree, árbol, *m.*
 trip, viaje, *m.*
 trouble, dificultad, *f.*; to have —, tener (329) dificultades; pasar trabajos.
 true, verdadero, -a; verdad, *f.*; it is —, es verdad; that is —, eso es verdad; what is —? ¿qué es verdad?

trunk, baúl, *m.*
 trust, *tr.*, *fiarse de.*
 trusty, digno (-a) de confianza.
 truth, verdad, *f.*
 try, *tr.*, tratar (de).
 twelve, doce.
 twenty, veinte; the —-fourth part,
 un veinticuatroavo.
 twice, dos veces.
 two, dos.
 typewriter, máquina (*f.*) de escri-
 bir.

U

unable; to be —, no poder (324).
 uncertainty, incertidumbre, *f.*
 uncle, tío, *m.*; — and aunt, tíos,
m. pl.
 understand, *tr.*, entender (311, *c.*)
 understanding; to have an —, en-
 tenderse (311, *c.*)
 undertaker, muñidor, *m.*
 undress, *intr.*, quitarse la ropa.
 unfortunately, por desgracia.
 unknown, *adj.*, desconocido, -a.
 unknown, desconocido, *m.*
 unpleasant, desagradable.
 until, *prep.*, hasta; — we meet
 again, hasta la vista; *conj.*, hasta
 que.
 upon, sobre.
 us, nosotros, -as; nos.
 use, *tr.*, usar; omitted when aux-
 iliary; they used to go, iban.

V

vacant, vacante.
 vacation, vacación, *f.*
 valise, maleta, *f.*
 Valparaiso, Valparaíso.
 value, valor, *m.*

vegetable, legumbre, *f.*
 Venezuela, Venezuela.
 very, muy; — much, mucho, mu-
 chísimo.
 vessel, buque; merchant —, buque
 (*m.*) mercante; sailing —, buque
 (*m.*) de vela.
 Vidal, a proper name.
 village, pueblo, *m.*; small —, pue-
 blecito, *m.*
 visit, *tr.*, visitar.

W

wait (*intr.*) or — for, esperar.
 waiter, mozo, *m.*
 waiting room, sala (*f.*) de descanso.
 walk, *intr.*, andar (317), caminar.
 wall, pared, *f.*
 want, *tr.*, (= need) necesitar; (= wish) querer (326), desear.
 war, guerra, *f.*
 warehouse, almacén, *m.*
 wash, *tr.*, lavar; to — one's self,
 lavarse.
 waste, *tr.*, perder (311, *c.*)
 watch, *tr.*, mirar.
 water, agua, *f.*
 way, manera, *f.*; in their own —,
 a su manera.
 we, nosotros, -as.
 week, semana, *f.*; a or per —, a la
 semana.
 weep, *intr.*, llorar.
 weight, peso, *m.*
 well, bien; (= then) pues.
 west, oeste, *m.*; occidente.
 what, *rel. pron.*, lo que.
 what? *inter. adj.*, ¿cuál (-es)?
 ¿qué?
 what? *inter. pron.*, ¿qué?

what! *or* — a! ¡qué!
 whatever, *adj.*, cualquiera que.
 whatever, *pron.*, cualquiera cosa que.
 when, *cuando*; *omitted after hardly* (apenas).
 when? ¿cuándo?
 where, *donde*, (*after motion*) adonde.
 where? ¿dónde? (*after motion*) ¿adónde?
 wherever, dondequiera que.
 whether, *si*; I doubt —, dudo que.
 which, *rel. pron.*, que, el (la) cual, los (las) cuales; el (la, los, las) que; (= a thing —), lo que.
 which? *inter. pron.*, ¿cuál (-es)?
 while, *see* worth.
 white, blanco, -a.
 who, *rel. pron.*, que, quien (-es), el (la) cual, los (las) cuales, el (la, los, las) que.
 who? *inter. pron.*, ¿quién (-es)?
 whole, entero, -a; todo, -a; the — school, toda la escuela.
 wholesale; a — trade, negocios al por mayor.
 whom, *rel. pron.*, que, quien (-es); el (la) cual, los (las) cuales.
 whom? *inter. pron.*, ¿quién (-es)?
 whose, *rel. pron.*, cuyo (-a).
 whose, *inter. pron.*, ¿cuyo (-a)? ¿de quién?
 why, ¿por qué?
 widower, viudo, *m.*
 wife, esposa, *f.*
 window, ventana, *f.*; car —, ventanilla, *f.*
 wine, vino, *m.*
 wish, *tr.*, desear, querer (326).
 witch, bruja, *f.*

with, *con*; (*characteristic*) de.
 withdraw, *intr.*, retirarse.
 without, *sin*.
 witticism, agudeza, *f.*
 witty saying, agudeza, *f.*; the wittiest saying *or* thing, la agudeza más grande.
 wolf, lobo, *m.*
 woman, mujer, *f.*; large —, mujerona, *f.*
 word, palabra, *f.*
 work, trabajo, *m.*; (*dramatic*) obra, *f.*
 work, *intr.*, trabajar.
 world, mundo, *m.*
 worry, *intr.*, tener (329) cuidado.
 worship, *tr.*, rendir (315, a) culto a.
 worst, peor.
 worth; to be —, valer (331); to be — while, valer (331) la pena de.
 wound, *tr.*, herir (314, a).
 write, *tr.*, escribir (345).
 wrong; to be —, no tener (329) razón; to do —, hacer (323) mal.

Y

year, año, *m.*; a *or* per —, al año; *see* old.
 yearly, anual.
 yes, sí.
 yesterday, ayer.
 yet, todavía, ya, aun.
 you, tú, ti, te; vosotros, -as; -os; usted, -es; le, lo, la; les, los, las.
 young, joven; — lady, señorita, *f.*; — man, joven, *m.*; — people, jóvenes, *m. pl.*; to become — again, remozarse (303, 4), ser remozado, -a; ponerse (325) joven otra vez.

younger, *más joven*; *menor*.
 your, *tu*, -s; *tuyo*, -a, -os, -as; *su*,
 -s; *vuestro*, -a, -os, -as; *suyo*,
 -a, -os, -as; *su or el . . . de*
usted, *de ustedes*.
 yours, *el tuyo*, *la —a*, *los —os*, *las*
—as; *el vuestro*, *la —a*, *los —os*,
las —as; *el suyo*, *la —a*, *los —os*,
las —as; *el or la de usted*, *de*

ustedes; *what is —*, *lo tuyo*; *lo*
vuestro; *lo suyo*.
 yourself, *tú mismo*; *ti mismo*; *te*;
usted mismo; *se*.
 yourselves, *vosotros (-as) mismos*
(-as); *-os*; *ustedes mismos*;
se.
 youth, *juventud*, *f.*; *to give —*
again, *remozar* (303, 4).

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